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ABSTRACT

This second volume of the two-part project report describes the indexing system, developed by the research team and cooperating subject experts, designed to provide access to the literature in the field of educational sociology in a manner which will allow more flexible patterns of approach by the users of the system. The general system rationale is presented, followed by charts detailing the scheme of intellectual organization used. The bulk of this volume consists of the sample index and bibliography. Articles from 19 British and American journals, published in 1971, were used in this prototype. Citations are annotated and listed by author. Eight separate indexes will provide access to these documents through varying perspectives: 1) theories and models, 2) methodology used or discussed, 3) affiliation with an area defined by a journal policy, 4) affiliation with an area defined by a "significant author", 5) affiliation with an area defined by current interest, 6) variables 7) sample 8) geographic location of investigation. Each index is described in terms of scope, range of documents and range of thinking covered, and proposed structure. (SL)

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A CASE STUDY IN INDEXING AND CLASSIFICATION IN THE SOCIOLOGY OF EDUCATION

Development of ideas concerning the organisation of material for literature searching

D.F.Swift, V.A.Winn and D. A. Bramer

Report for the period September 1970 - June 1973

Volume 2

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Abstract

The first volume of this report traced the development of ideas from September 1970 to June 1973 in a project concerned with problems of indexing and classification of social science literature, with particular reference to the sociology of education. The present volume describes the system being developed, in cooperation with subject experts, to realise those ideas. The overriding aim is that the intellectual content of the system be appropriate to the ways in which subject experts organise their thinking in searching the literature. Brief consideration is given to the alternative physical forms and formats employed in information services which might choose to implement the system.

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I THE SYSTEM IN GENERAL

1 RATIONALE

The social sciences are often described as lacking consensus by comparison with the 'hard' sciences. Shifting perspectives, and differences in perspectives, mean that the social sciences lack the stable boundaries and clearly defined concepts which the hard sciences are said to have achieved. In the absence of a consensus of this kind, designers of information retrieval systems tend to feel that they face very considerable problems. Their idea, in organising documents for retrieval, is that subjects of documents and of literature searches alike may be located in terms of a logical structure of mutually exclusive categories. Retrieval is achieved when a match between document and search subject is found. On this view it would seem that, when a subject field lacks consensus, the system designer must impose a logical structure of his own. The dilemma is that subject experts in general find such an approach unacceptable. Yet, on this view, without a consensually agreed or at least accepted language in which to talk about documents, effective retrieval of information is impossible.

The assumption underlying the prototype information retrieval system presented in this volume, is that there is an alternative way of conceptualising the literature searching situation, which allows of a more optimistic assessment of the practical possibilities for information retrieval. We, too, recognise the multiplicity of structures and languages employed in social science fields. We part company from other system designers in that we see no reason to assume that user acceptance of a single language is a prerequisite for retrieval. Consequently it does not follow, for us, that effective retrieval of social science information is impossible.

We take a positive position. We regard alternative and changing languages as the necessary means by which social scientists communicate new understandings. The prerequisite for effective retrieval of social science information, in our view, is that the system respect empirical differences in the languages that social scientists use, so as not to distort the meaning of their ideas. The development of a 'non-interfering' system is the task we have set ourselves*.

Clearly, in principle, there is a contradiction in terms when we speak of a non-interfering system. The imposition of structure implied by a system must necessarily be interfering. However, in practice, leaving aside individual nuances in thinking, we believe there is fairly wide agreement as to the overall pattern of differences in thinking in the field. To this extent, there is structure which can be imposed without serious interference.

Views of the social world, as contrasted with collective perceptions of thinking in a field or discipline, vary and overlap in complex ways. We have considered arguments that a system which seeks to reflect the empirical, rather than to impose its own logical, structure of thinking, will necessarily be so complex and confusing as to be, for all practical purposes, unusable. We feel this is to suggest that subject experts are incompetent as practitioners of their own discipline. In fact, they tend to have mastery of a number if not all of the languages of their field, and to employ one or another depending on the focus they wish to adopt. If so, providing the general framework has some approximation to their view of their field, the problems of this aspect of usability need not be serious.

A more important aspect of usability concerns the degree, as opposed to the variety, of structure we impose. Our intention is to confine the scheme to relatively generalised distinctions amongst ways of thinking (eg model building/operationalisation, level of analysis, content/context), so as to help the user to orient himself within the literature. Within the broad and overlapping categories we construct in this way, material is presented as far as possible in authors' own terms, leaving the user free to impose his own construction on what he finds. The summaries of documents we provide to assist him in this, like the headings by which documents are indexed, are as faithful as we can make them (given the need for condensation, and for consistent treatment of like items) to authors' own description of their work.

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* A detailed account of the development of our ideas, their theoretical basis and practical implications is given in the first volume of our report: Swift, D. F. et al. A case study in indexing and classification in the sociology of education. Report to Office for Scientific and Technical Information. Milton Keynes, Open University, 1973.

We may mention, at this point, another difference between ourselves and other system designers. We do not think that users necessarily want only to locate work which in a superficial sense matches their own, either in the particular concepts employed or in substantive content. We are working on the assumption that, at least as often, and probably more importantly if given a choice, users will want to locate thinking which is compatible with their own. Evaluation of documents in these terms must be a matter for the individual user.

Literature searching, viewed in this way, involves intellectual effort on the part of users, as contrasted with 'push button' systems which seek to take all the work off their shoulders. It is possible that some users might be deterred from using a system such as ours for this reason. There is, however, no alternative if a system is to be effective for the subject expert. Our concern is not, in any case, to increase the volume of use of the literature so much as to ensure that, if a user judges that others have ideas which might help him in his work, there is a tool available which is appropriate for tracing them.

The thinking we have outlined here has developed in the process of consultation with subject experts, whose comments have been highly valued and are warmly acknowledged. We are particularly indebted to a group of subject experts* who have met regularly, and worked in cooperation with us over several years, as part of a project funded by the Office for Scientific and Technical Information. It is our belief that a significant advance in information retrieval systems for social scientists will be achieved only on the basis of a genuine partnership between subject and information experts. The proposals discussed and illustrated in these pagesrepresent a first attempt to promote discussion and to provide a basis on which subject experts may enter fully into debate of the issues involved. We hope very much that they will feel prompted to comment on our proposals. We believe it is essential that future development of social science information systems be guided by subject experts. The issues with which, as systems designers, we are ultimately concerned, bear on the future direction of developments in a discipline, and subject experts must clearly control the development of their own discipline.

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* One outcome of their work is a paper 'Sociology and information science', forthcoming in the Journal of Librarianship.

2 PRINCIPLES GUIDING SYSTEM BUILDING

General nature of system

Our aim is to develop an information system to aid retrospective literature searching which will be sensitive to the ways in which subject experts view their literature. The system we propose comprises three aspects: procedures for selection and for description of documents, and a scheme of intellectual organisation for the indexing of documents to aid literature searching. These procedures are being developed by working on documents in cooperation with subject experts. We believe our ideas are relevant to a range of social science areas. We have illustrated them in relation to our own field of the sociology of education by (1), selecting documents relevant to the sociological analysis of education from the 1971 volumes of around twenty journals, (2) preparing a brief description of each article intended to convey its nature and content, and (3) indexing each article from as many of the viewpoints afforded by our retrieval scheme as are relevant*.

Users to be served

The clientele we have in mind may be defined as those who wish to concern themselves, for academic purposes, with the sociological analysis of education. We have not designed our scheme to assist users in locating documents which provide direct or off-the-peg solutions to practical problems. Subject experts, be they researchers, teachers or policy makers, are in our view best served, for this kind of purpose, by publications such as digests of research which relate findings to practical situations. It is members of any of these groups in their role as academics whom we hope to help, together with research assistants, librarians and information officers entering as proxies into the thinking of particular clients on whose behalf they search the literature.

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* The sample bibliography and index form Appendix A of volume 2 of our report. Details of further items, studied in detail but not included in the bibliography, are listed in Appendix B of the report.

Selection and description of documents

Detailed accounts of our procedures for both selection and description of items are contained in the first volume of the report of our project, and we do not repeat them here. The main point about our selection practice is that we do not subscribe to any particular definition of the sociology of education in terms of its boundaries with other fields or disciplines. Our approach is from the viewpoint of the varied interests and concerns involved in 'doing' the sociology of education, and we draw on thinking in a range of fields and disciplines which has relevance in this sense. Our descriptions are most succinctly described as aiming (1) to convey the thinking of the original with the minimum of distortion possible, and (2) to include as many cues, to which users may be expected to respond in relating a document to their own thinking, as space reasonably permits.

Construction of scheme of intellectual organisation

A detailed description of our scheme of intellectual organisation follows this overview of the system as a whole, and we wish only to refer to its main features here. The central principle guiding construction of our scheme is that we are seeking to reflect differences and developments in perspectives in a field, rather than to map or taxonomise the subject matter of that field. The notion of perspective is sometimes used as a synonym for the range of 'isms' prominent in theoretical discussions in the social sciences. We define it more broadly to include any intellectual structure which, in day-to-day practice of his discipline, an observer imposes upon his subject matter for the purposes of description or explanation.

The particular categories employed will vary from one observer to another. We do not aim to reflect individual differences in thinking in the scheme we propose. Our approach, in brief, is to index documents in terms of 'dimensions' by which knowledge in a field comes to be structured. At the most general level, this means selecting a number of distinctive ways of thinking about work in a field (eg models, methodology employed). Then, viewing a corpus of work from each of these standpoints in turn, we propose to structure the corpus of work in terms of each of a range of distinctions which we have selected from amongst those relevant to a given standpoint. (For example, when thinking about a body of work in terms of the models employed, level of analysis and range of phenomena concerned are amongst the relevant considerations.) The distinctions we make are defined relatively broadly lest, by the categories we construct, we impose structure seriously incompatible with the definitions a user wishes to employ.

A general conspectus of the scheme may be helpful at this stage (see opposite page).

The main point about the construction of our scheme, by contrast with schemes which employ a logical structure, is that the 'dimensions' it comprises are conceptually independent of one another although, in terms of the documents to which they are relevant, they are overlapping. Our categories simply represent different, often crosscutting, ways of talking about work in the field, selected from amongst those actually employed in the field. The test of their validity will be the extent to which members of the field recognise them as such, and are able to think with them.

Our method of construction allows us readily to take account of developments as well as differences in thinking. We have imposed no structure at the level of individual concepts, so that redefinitions of concepts will be 'absorbed' without affecting the scheme. New elements can be built into the scheme, without disruption of existing ones, for day-to-day purposes. This will have a cumulative effect

GENERAL CONSPECTUS OF SCHEME

	THEORIES & MODELS	METHODOLOGY	AFFILIATION WITH AN AREA DEFINED BY: (viewed as elements in collective perceptions of patterning of work in the field)			VARIABLES	SAMPLE	GEOGRAPHICAL LOCATION OF INVESTIGATION
			JOURNAL POLICY	'SIGNIFICANT AUTHOR'	CURRENT INTEREST			
SCOPE OF INDEX	Theories and models employed in carrying out investigation	(A)Model employed in relation to evidence sought (B)Methods and techniques employed	Journal publishing a study in relation to author/subject (title) of study	Author of document to be indexed in relation to his 'significant authors' (Term is coined by analogy with 'significant other')	Themes and questions of current interest in the field (with frequent review to maintain currency)	Concepts as stated for operational purposes	Characteristics by which samples are defined	Geographical location in which investigation was carried out
RANGE OF DOCUMENTS COVERED	Studies in which a theoretical framework of any kind is employed	(1)Studies in which methodology is explicit (2)Studies in which a stated method is employed	Total population of studies published in journals	Studies in which sources of ideas employed are specified	Studies identified by 'currency' criterion and relevance to themes specified by subject experts	Studies using specified sample	Studies using specified sample	Studies using specified sample
RANGE OF THINKING COVERED	'Idealisations' guiding investigation, including concepts of an analytical nature, either posited *a priori* or empirically generated	Both methodology as a 'subject', and the methodologies employed in individual studies	Journals, in terms of editorial policies, assumed to identify relatively predictable categories of documents	'Significant author' is defined as the person to whom an idea is traced, as contrasted with the set of individuals using a given idea	Substantive or theoretical questions which are in the forefront of attention amongst members of the field	Operational level of thinking, including dichotomies and typologies by which data are analysed	Samples only - no necessary indication of population to which study is generalisable	Settings only - no necessary bearing on subject matter of study
PHYSICAL ARRANGEMENT	Classified	Classified	Alphabetical by journal in form of 'contents list' of each journal	Alphabetical by name or 'significant author' within sections	Alphabetical by theme within sections	Classified	Classified	Alphabetical by country
INTELLECTUAL ORGANISATION (1) Major distinction (2) Main subsidiary distinctions	(1)Thinking addressed to theoretical/Practical issues (2a)'Order' (depersonalised and personalised)/'Control' views (2b)Conceptualisation/Evaluation of intervention situations	(A)(1)Methodological positions as related to unit of study (2)Actors' meanings/Individual/Social system as unit of study (B)Inventory of methods and techniques employed	Mechanical listing for the year by name of journal, volume, issue and pages	Sources of concepts and theories/Research strategies and measures	Themes of current interest Inventories of overviews of thinking and overviews of education in different countries	(1)Variables defining individuals/Social situations (2a)Social/Physical-developmental-behavioural/Social psychological characteristics (2b)Social relationships (person-defined view)/Social structure and process (non-personalised view) Ancillary 'contextual' classification of variables	(1)Samples of individuals/Larger social units (2)Educational-developmental/Social characteristics	'Mechanical' listing of settings

such that, if the scheme is not progressively to become out of touch with thinking in the field, periodic review of the categories in the scheme will be essential. One can envisage an ongoing process of 'maintenance' by which particular sets of categories within the scheme become subject to review once they are seen to relate to a focus of intensive activity in the field. Only changes at the level of generalised perspectives (eg the recent emergence of phenomenological sociology) would be likely to affect the overall structure of the scheme, and developments at this level tend to be both rare and gradual*.

Anticipated use of system

It may help to describe the nature of the system we are proposing if we reformulate what we have said in terms of the interaction of a hypothetical user with the system. From the user's point of view, our central aim is that he should be able to search the literature in terms which have reasonable consonance with the way in which he has chosen to think about the problem he is studying, and the definitions he wishes to employ. Practical constraints are such that we can offer him only a limited range of options. This makes it particularly important that our choice and definition of options are appropriate.

We believe the process of literature searching to be a complex one, involving an interplay between constructions imposed upon a body of documents and clarification of problem, but this model has yet to be subjected to empirical test. At a more superficial level, and in terms of the way it would be shaped by the system we have built, the process may be described as follows:

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* We should perhaps make the point that change in the scheme does not mean that structure previously imposed becomes invalid, nor that documents indexed by categories which become obsolete have necessarily to be reindexed by new ones. The implication is rather than previously indexed documents may, in hindsight, be seen as forerunners of some new development, and would be indexed by relevant new categories as well as their original ones, but such documents are likely to be in a minority.

(1) Hypothetical user considers which of the following kinds of consideration are relevant to the problem in hand: (a) Theories and models; (b) Methodology; (c) Affiliation with an area defined by a journal policy; (d) Affiliation with an area defined by a 'significant author'*; (e) Affiliation with an area defined by current interest; (f) Variables; (g) Sample; (h) Geographical location of investigation.

(2) User eliminates those not relevant. He chooses to think in operational terms, and selects 'Variables' option.

(3) User has to consider whether he defines his variables at the individual level or the social (ie not reducible to properties of the individual, as is often the case with organisational or system variables). User is studying attitudes and selects 'Defining individuals' option.

(4) User finds three categories: Social background characteristics; Physical, developmental and behavioural characteristics; Social psychological characteristics. He selects the latter.

(5) User locates the set of documents labelled 'Attitudes'. He has then to consider whether he is thinking in terms of content (eg local/cosmopolitan) or context (eg attitudes to education). User is thinking in terms of content, and selects relevant dichotomies and frameworks.

(6) User refers to descriptions of individual documents or originals to study the definitions employed by authors in the context of their work and to relate them to his own thinking.

(7) Were our user to go on to search the literature again in some other terms (eg if he were thinking in terms of the methodology or models used in investigations reported in the literature), the process would be similar but his search of the literature would be guided by other questions relevant to the issues involved.

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* This term is coined by analogy with 'significant other' and denotes no evaluation.

For the purposes of describing our system, we have misrepresented the process of literature searching in an important way which we must now explain. In the course of stages (1) to (5) the user has a range of options from which to choose, but it is a forced choice. We make the assumption that the user is prepared to accept the risk of losing a proportion of relevant documents for the sake of speedily locating a set of documents of manageable proportions on which to work. This is an artificial situation. In 'normal' circumstances (ie the user in interaction with an unsorted body of documents), the process of decision making would be too complex for us to do more than make a general statement about it in one or two sentences, as we have done in describing stage (6).

The point we are making is that although our account makes stage (6) appear no more than an 'outcome' of the search, it is the only part of the process which can strictly be described as literature searching. The preceding steps represent only the first stages of a larger process, and are a very inadequate simulation of that part of the process. We tend to share the view of a subject expert who suggested that, taking the process as a whole, it is best described in terms of the user 'doing' a perspective*.

Implementation of the system

We have designed our system with the concerns of a service such as Sociology of Education Abstracts (SEA) uppermost in mind. For instance, increasing the amount of use made of the available literature is of secondary importance to quality of use, if the aim is to assist the development of ideas in a field without 'interfering' with it. The particular system we are constructing aims to be relevant to the sociological analysis of education, although we believe the general principles guiding our work to be appropriate for comparable services in other subject fields.

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* This description is probably equally validly applied to the indexing process, in which the indexer must sensitise himself to the perspective of an author and seek to reenact it.

The main prerequisites for implementation of our system are the active involvement of practising subject experts, and subject background on the part of inhouse staff. Given these circumstances, there is nothing in our experience of running information services to suggest any serious problems for a service which wishes to offer a facility for retrospective literature searching, and judges our system to be appropriate to the intellectual needs of its users.

Intellectual appropriateness is clearly the first consideration for a service in deciding whether to implement such a system. There are of course a variety of forms and formats in which it might be realised. Considerations of this kind, together with economic and organisational factors, will have a bearing on how the system is implemented. We are satisfied that our system need not be ruled out on practical grounds*.

As it stands at present, the system may be viewed as a prototype. Further work on the construction of our scheme of intellectual organisation is a first priority, although the system as a whole is subject to further development since the different aspects of the system are interdependent (for instance, work on the methodology section of our scheme has had implications for our selection policy and for the elements of documents to be represented in our descriptions).

Categorical statements of any kind about a system under development are liable to be ill-founded and premature. The point to make is that we believe the principles on which we are working to be appropriate. We shall not realise them perfectly. The problems that confront us are the same ones that confront the social scientist. This does not mean that we should abandon our principles for more immediately realisable ones. We see the system designer's task as being to devise procedures which represent the least departure from principle which can be achieved within the constraints of the practical situation.

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* As an example, an annual set of descriptions and indexes to 300 items would break even at a selling price of £1.25 per copy, even if our procedures were employed in all their detail, and even if the publication had to stand entirely on its own. Sharing of facilities in a service which issued several publications, and the streamlining of procedures which would be expected in an operational situation, would, of course, reduce production costs.

To take an example, a major question for us, from a practical point of view, is the capability of our scheme of intellectual organisation to accommodate a larger body of material than we have indexed so far without increasing, beyond manageable proportions, either the size or number of sets to which the searcher is directed. Our scheme is at an advantage over those which are relatively fixed, in that serious overburdening of categories is unlikely in a scheme designed to respond to diversification of thinking in its field. The reverse situation is quite possible, namely a superabundance of sets of one. In this case, the effect would still be to convey more meaning, with no less effort for the searcher, than mechanically produced one document/one line indexes. We would expect, however, a process of coalescence amongst such sets as new areas and approaches become established, which would act as a mechanism of control in this respect. Were such a mechanism to prove inadequate, it would be for us to devise procedures such that the necessary amount of clustering would be achieved with the minimum loss of meaning.

In short, practical realisation of our system should be viewed not as a finite stage in its life cycle, but as an ongoing process, involving continuing evolution in response to developments in thinking in the field. We view this as essential if the system is to be of practical aid to subject experts, as academics, in working on their literature.

3 ALTERNATIVE MODES OF ACCESS TO THE LITERATURE

Purpose

The effectiveness of a system such as we have outlined is dependent upon appropriate choice and definition of approaches to be afforded by the system. Only the subject expert can say what, for him, constitutes an appropriate range of options. This applies both to the present stage of system construction, and to the subsequent evolution of the system in response to the development of ideas in the field.

There has already been consultation with subject experts over our procedures for selection and preparation of descriptions, and also over general principles for constructing a scheme of intellectual organisation for retrieval. We focus now on the structure by which we are attempting to realise these principles in our scheme. Our purpose is to make explicit the distinctions and definitions underlying this structure. This will enable subject experts to make an informed judgment as to the value of the options we have built into the scheme, relative to those we have blocked in the process.

General considerations

We have described our approach as concerned with indexing documents in terms of the 'dimensions' by which knowledge comes to be structured. This involves selecting distinctive ways of thinking about work in the field, which subject experts might wish to employ in searching the literature. We should therefore say something about the considerations which guide the process of selection.

A first point is that the distinctions we make in constructing categories should be selected from those employed in the field, not externally imposed. They should therefore be familiar to the searcher even if he does not personally accept them. Secondly, the distinctions we select should be capable of clear definition and relatively reliable application. 'Intuitive' indexing is liable to be unpredictable. Thirdly, where there are several major distinctions of equal relevance, we should employ them all, rather than arbitrarily selecting one. Fourthly, from a practical point of view, the distinctions should lead to useful sets of manageable proportions for the searcher.

Further considerations arise with regard to ways of relating 'dimensions' together as a scheme. Our position on this matter is that, as a general principle, documents should be sorted on one 'dimension' at a time. We have experimented with combining and crosstabulating categories, and we find this practice is open to serious objection. Users' constructions are varied and sometimes complex, and there are no grounds for selecting one way of combining categories rather than another.

A final general point is that we are in no sense aiming at uniformity in the structure we impose. Each section of the scheme represents a different way of approaching the literature*. The construction of categories, and the representation of sets of items as categories, reflect these differences in approach. In other words, we have varied our 'indexing language' in relation to different ways of thinking and talking which subject experts may employ.

Major options

The main sections of our scheme are intended to represent a range of considerations relevant to widely different approaches to the study of the social world, both in our own and other social science fields. Broadly speaking, we have assumed that (1) sometimes the searcher will wish to think in terms of assumptions guiding investigation (indexes to theories and models, methodology); (2) sometimes the searcher will view the process or content of investigation in terms defined by some theoretical or substantive area of enquiry in the field (we attempt to tap elements in collective perceptions of such patterning by our indexes to areas defined in terms of journal policy, 'significant authors' and current interests); (3) sometimes the searcher will focus on operational aspects of investigation (indexes to variables, sample, geographical location of investigation). These ways of approaching the study of the social world, of course, by no means exhaust the possibilities, but we believe they are amongst the most widely relevant.

When the searcher turns to a particular section of the scheme, a further range of options is presented, each of which may sometimes be relevant in terms of the viewpoint he has chosen to adopt. We discuss each section of the scheme in turn.

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*It will be clear that a given approach is not necessarily relevant to all documents, but equally approaches are not mutually exclusive in terms of the documents to which they are relevant; the subsets are overlapping.

Options relevant to thinking in terms of theories and models

Our definition of theories and models refers to thinking about a situation as contrasted with accepting a taken for granted view of it. This definition has been chosen so as to take account of a considerable body of work which, whilst few would question its relevance to the sociological analysis of education, lacks any fully worked out theory. This body of work tends to relate, directly or indirectly, to a concern with intervention policies. It is reasonable to suppose that the existence of such a body of work is typical of other areas in which a discipline is brought to bear on a field of practical activity.

We assume that the searcher will sometimes be concerned with understanding for its own sake, the issues addressed being theoretical ones, and sometimes will have a concern to influence policy, the issues then addressed being practical ones. We have built in this distinction as central to this index, although the two approaches are not regarded as mutually exclusive in terms of documents.

For the purpose of classifying documents on the basis of thinking addressed to theoretical issues, we propose to employ Dawe's distinction between 'order' and 'control' views of the social world*. The distinction is one which will be familiar to subject experts, and we therefore hope it will have predictability as regards locating different theoretical approaches, even if individuals would personally classify them in some other way.

Dawe defines 'order' views as positing a social system ontologically prior to its participants. There is no single operational expression of this position which can be employed for classifying documents in relation to Dawe's distinction. Its meaning varies according to the standpoint of a particular model. We can best illustrate the basis for our classification decisions by means of examples. We do not necessarily impute belief to the observer; we are merely concerned with whether the observer proceeds as if the system had ontological priority. Thus, for example, models which view aspects of the social environment as catalyst or as impacting on the individual are classified under this heading. Models including the notion of conformity to or deviance from a normative order, and models viewing the social world in a nonpersonalised way, are also taken to rest (for the observer's working purposes at least) on a similar assumption. Where general traditions like Marxism are concerned, classification under this or the 'control' heading will depend upon the particular aspect of a theory which is stressed.

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*Dawe, A. The two sociologies. British Journal of Sociology, 1970, XXI(2), 207-218.

We had hoped to subdivide 'order' views on the basis of a relatively conventional definition of level of analysis (eg individual / group / societal or institutional). In practice, we found that a large number of studies spanned the levels, differences in level of analysis being largely a matter of relative emphasis on the individual or the social. We therefore propose a rough division only between (1) studies which focus on the individual, the social being conceptualised in some sense as an element of the individual's environment, and (2) studies which focus on social phenomena, the individual being conceptualised not as a person but as an element or unit of a social system.

'Control' views are defined as resting on the assumption that the social world is constructed by its members, in terms of the meanings they impose on social situations. There is, as with 'order' views, no single operational expression of the position which may guide the classifier to locate models or theories under this heading rather than the 'order' one. Relativism, as in the notions of alternative definitions of the situation and alternative rationalities, tends to be a keynote. There are no distinctions, comparable to level of analysis for 'order' views, to which 'control' authors in general subscribe. However, a common factor is the rejection of an 'order' view. Consequently, 'control' authors tend to be detailed and explicit in explaining their alternative approaches, so that their thinking can actually be seen to be based on an assumption of social construction. Their thinking also tends to be associated with a particular language (eg acts, action, doing, rather than behaviour, behaving). Linguistic cues such as these serve as a check on the imputation of a 'control' view to an author in classifying his document.

The organisation of material within both 'order' and 'control' categories seeks to take account of recognised ways in which subject experts organise their thinking. The same procedures are used for both categories. There are, first, established 'approaches' for which the literature provides labels, some of which have the status of 'isms', whilst others are more limited in scope. Secondly, theories and models may be described in terms of the phenomena to which they refer, some of which may be viewed as clustering together as established approaches for study in a particular area, whilst others (at the present time at least) seem to stand on their own as conceptualisations of the phenomenon in question. Finally, there are different concepts of an analytical nature, some of which may be used simply as a frame for sorting data, whilst others (eg paradigms of ideal types) come much closer to fully worked out theories. We have attempted no distinction on this latter basis, on the grounds that the insights afforded by description may be held to constitute an explanation. We merely distinguish all these analytical concepts from what Blum calls 'sensitising' concepts, the latter not being indexed here. The grounds for inclusion as an analytical concept is that the concept be readily operationalisable.

In classifying thinking addressed to practical issues, we propose a distinction between models which conceptualise situations in ways relevant to social intervention (including education) policy making, and models which guide evaluation of intervention policies in terms of some kind of means/ends framework. The former comprise models of situations affording insights which have then been translated by an author into implications for action, as well as models of intervention situations. We use the term model here to cover a range of thinking including frameworks and concepts, assumptions guiding definition of concepts, and specification of factors relevant to intervention in a given situation. Models guiding evaluation, which relate actual to 'ideal' or future states within some kind of means/ends framework, may refer to unintended as well as intended effects.

As a final point, we may mention that this index illustrates our practice of varying the 'indexing language' to suit the documents in hand. In the case of established approaches, a simple label is adequate to convey all the meaning required (eg structural functionalism). In the case of some conceptualisations of particular phenomena, as typified by the phrase 'school as organisation', it is not adequate separately to index the model as 'organisational' and the phenomenon as 'school'. A phrase combining all the main elements in such a model, preserved as a unit, is required. Examples are: 'Academic reward system as exchange process'; 'Mobility as compensatory/ disruptive process'.

Options relevant to thinking in terms of methodology

The notion of methodology per se will be unacceptable to some of our users. The thoroughgoing phenomenologist, for instance, will reject a distinction between methodology and conceptualisation, on the grounds that merely by collecting evidence, an observer is imposing a construction on the situation. Such users are already served by the theories and models section of the scheme. There is probably also a large number of people who have no specific concern with methodology, and who may tend to think of it as 'methods'. A separate index to methods was planned.

There are, however, some for whom methodological issues are of central importance. Some would argue that an observer always has a model, even though it may be implicit. We feel we cannot ignore the view that the particular model employed implicitly or explicitly by the observer guides the process by which he selects data from the environment, and determines what data he selects.

In thinking about the construction of this index, we decided to experiment with a definition of methodology as concerned with procedures of investigation in terms of the relation between model and evidence of whatever kind (one need not presuppose formal empirical investigation). More specifically, we may say that methodology is concerned with assumptions in the models relative to assumptions implicit in methods and techniques.

On this view, we take the searcher in general to be interested in how others, similar in their thinking, have proceeded operationally, in order to collect ideas which he will evaluate in relation to his own work. We take the methodologist to be, in a similar way, interested in the relation between the models and the procedures which observers have chosen to adopt. His interest, however, will be in the alternative factors which may make particular procedures seem appropriate to particular models, and also in the criteria by which the relative importance of alternative factors may be weighed.

We argued that, to allow searchers to approach documents in these terms, we should construct categories which describe alternative views of the relation between model and method. Unfortunately, in general, labels describing this relation are difficult for the classifier to apply reliably. Documents tend to describe the outcome rather than the process of investigation so that, for instance, it may not be clear whether an *a priori* or a grounded theory approach has been employed. From the point of view of serving the methodologist, the problem is rather a lack of language in which to talk about the relation between model and method in his terms, although there are a few labels (eg aggregative, ecological fallacy), employed for purposes of criticism, which characterise overall research strategies.

We considered the possibility of 'crosstabulating' statements about models with statements about methods, as raw data with which the searcher may work. It is by no means clear, however, what aspects of models are to be regarded as having implications for methodology, in the sense of being directly relatable in the mind of the model builder to the tasks of data collection. It is also often the case that the model is implicit or not presented formally. Another point is that a 'crosstabulation' approach could be viewed as a conservative bias in the scheme, since it would only describe methods which have been employed in relation to given thinking whereas, at the level of assumptions, a rather wider range of methods might have consonance with that thinking.

This seems to be a situation in which we have to accept that for lack of required data, we can only inadequately represent the nature of the relationship in the observer's mind between model and procedures of investigation. We see no reason to depart from our principle that, where categories are not available in the field, it is not appropriate to impose structure externally. We do not propose to impute methodological positions when none are stated. We see our task rather as to devise approximations to our definition of methodology. We have experimented with alternative approaches with the object of helping users to identify options which are not seriously distorting.

We can first identify certain aspects of models which will be fairly generally agreed to have implications for procedures of investigation. The distinction between 'order' and 'control' views, which we employed in the previous index, is one such. Within 'order' views, a distinction such as that between social factors in individual differences and individual development is another. From other angles, for instance conceptualisation of a situation as static or dynamic, we may think of further distinctions with which to experiment, and subject experts will be able to suggest others.

With this as a starting point, we can think in terms of constructing statements referring to what we may call the 'methodological models' guiding studies (eg aspects of definition and measurement of variables for study of attitude formation as process of self reflexive activity). By this means, we are able to present the relationship between model and method as a relationship. Also, where the grounds or criteria for adoption of particular procedures are given, we may help the methodologist as well as the general searcher by including them in the statement. This approach is as appropriate for documents criticising others' methodology as for documents in which an author characterises his own.

We found, when we began constructing such statements for documents providing us with at least the minimum data we needed, that several patterns began to emerge. There seems to be a difference in focus between those who emphasise appropriateness of explanation relative to model and those who emphasise validity of evidence relative to explanation sought. In the first case, either assumptions or the approaches to which they give rise may be stressed. In the second, the stress may be on research strategies in general or procedures specific to some particular stage or aspect of research.

We have already mentioned that we originally planned to build in an inventory of methods as a section of the scheme separate from methodology. It then occurred to us that users who tend to think of methodology as 'methods' would not be greatly inconvenienced if we were to locate this inventory within the methodology section. We felt it would have a value here as a complementary approach for those interested in methodology as such, as well as serving them on the occasions when their concern is with methods rather than methodology.

It seems reasonable to suppose that familiarity with the assumptions implicit in alternative methods will enable the searcher to make some predictions as to the location of studies which he would regard as compatible with the thinking he has chosen to employ. We recognise that, for either the general searcher or the methodologist, an inventory of methods can answer only a limited range of questions. There is, however, the advantage that it allows us to make at least a partial statement about the methodology of documents which we are unable to characterise by the other approach we have described because we lack some of the data we need. As such, the inventory of methods may be viewed as a complementary approach to indexing methodology, and another 'approximation' for users to evaluate.

Options relevant to thinking in terms of the patterning of work in a field

There may be times when the most appropriate or convenient way for the subject expert to characterise his work is in terms of affiliation with a particular area of work in his field. Individual perceptions of the patterning of work in a field will probably differ. However, we believe it is possible to identify common elements which are likely to form part of a collective view of the field, and which may serve as a language for talking about affiliations within the field.

In thinking about classifying documents in terms of this approach, we have looked first to the documents themselves to define elements in this view. We first argue that the process of publication involves the imposition of structure on documents, and that this structure has meaning to members of the field. In so far as journal editors and publishing houses have distinctive selection policies, these are likely to be known to their clientele, and changes in policy may be readily observed. Thus, to characterise a document in terms of its provenance in this sense is to identify it as a member of a category, and to say something about either its approach or content, or both. We use this 'language' as the basis for one of our 'areas' indexes.

Secondly, subject experts tend to trace their affiliations with other members of the field in describing their work. Thus, in a similar way, the names of individuals to whom an intellectual debt is acknowledged* constitute labels which place documents in traditions and enable the subject expert to relate them to his own thinking at the time of a literature search. We have noted that significant others, or in this case 'significant authors', may be defined in at least two ways. We make a distinction between tracing a genealogy ('vertical' links among individuals, the 'ancestor' often being a 'great man') and acknowledging membership of a clique ('horizontal' links among contemporaries variously developing related ideas). We have chosen the former to exemplify this kind of approach as another 'areas' index. We have constructed two sets of such 'significant authors' as sources of theoretical and methodological ideas respectively.

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*Reference to an individual in a list of citations or a footnote is not assumed necessarily to imply an intellectual debt. We define intellectual debt in terms of evidence that specific ideas have been drawn from another's work, and we have looked to the text of an article for such evidence.

These two 'areas' indexes have the advantage of employing relatively reliable indicators. The picture of the field they present is, however, that portrayed by the literature. As an alternative approach, we believe it will be helpful to ask subject experts themselves to characterise the pattern of current interests in the field as they see it, and to index documents in terms of their picture of the field also. The greater sensitivity and currency afforded by this approach are likely to outweigh any disadvantages from the greater degree of intuition involved in indexing of this kind. Regular review of this kind of 'areas' index is essential so that it keeps abreast of developments in the field. From a different angle, surveys of research and of education in different countries may be assumed also to relate to the current stage of developments, and are included as subsets in this index.

Options relevant to thinking in terms of variables

By 'thinking in terms of variables' we mean a concern with the operational aspect of investigation, focussing on the translation of a model into variables amenable to measurement in some sense, although we do not exclude from consideration the indexes, measures and instruments by which data are actually collected and sorted. This is to contrast conceptualisation and operationalisation of a model for the purposes of empirical investigation. We assume that the searcher may wish to approach the literature at an operational level as well as in terms of theories and models, and that the scheme should allow for this.

In classifying documents in terms of this aspect of investigation, we make a central distinction between variables defining individuals and variables defining social situations. It would seem that empirical investigation must necessarily, whatever the model guiding it, involve the collection of data on individuals. For example, even a study of mobility as a social process (based perhaps on a societal model in terms of sponsored v contest mobility) requires data on mobility as a property of individuals. In this index, therefore, mobility is indexed in the 'individual' section. This contrasts with our practice in the theories and models index, where the criterion is level of analysis. Not all the variables in our material, however, can be expressed as properties of individuals. An obvious example is size of social unit. The 'social' section of this index brings together those variables which can only be viewed as properties of social situations.

An additional distinction that could be made amongst variables referring to individual phenomena concerns the unit of discussion. Although, in an empirical investigation dealing with social situations, it is necessary to collect data on individuals, some authors discuss their investigation solely in terms of the population with which they are concerned. Their interest is not so much in summing individual responses as in making generalisations about categories of individuals. In some cases, this distinction is easy to make by examining authors' terminology. For instance, an author may state an interest not in differences in attitudes according to particular social characteristics, but in the likelihood of persistant cleavages of opinion developing, within a community, between categories defined in terms of social characteristics. In other cases, the distinction is less obvious, and often takes the form of giving priority to one variable (eg family background identification), and making generalisations about the category so identified in terms of other variables.

This kind of approach is, in our view, analytically distinct both from the study of individuals as individuals, and from the study of groups as groups. It has perhaps most in common with [illegible] investigation of stereotypes. In practice, the judgment as to whether an author is wearing this pair of conceptual spectacles or not must often rest on questions of individual interpretation, and inter-indexer reliability might be low. Given this proviso, there is no reason why the distinction should not be built into the index, if subject experts indicate that they find it conceptually appropriate and helpful.

The further structure we have imposed is designed to be loose in fit. Variables are defined independently of one another, unlike the elements of a conceptual model, which lose meaning when divorced from one another. Variables may differ or overlap in meaning from one observer to another. Our approach, therefore, has been to construct broad groups of variables, such that the individual variable is roughly contextualised, and no attempt is made to relate them to precise definitions.

We have employed a general distinction, at a number of points in the index, between definitions in terms of content (eg local/cosmopolitan attitudes) and of context or role (eg attitudes to education). We believe this will be generally acceptable. There are other circumstances where we have felt unable even to differentiate particular variables in a cluster of related variables. For instance, we have gone no further than to classify variables relating to performances and capacities under one of three headings (abilities, achievements, potential).

Such sets of 'individual variables' are grouped in three categories (social background / physical, developmental and behavioural / social psychological characteristics), and sets of 'social variables' in two categories (as referring to person-defined interaction and nonpersonalised structures/ processes respectively). Even this degree of structure may be rejected by some, although it is unlikely that they will be practically inconvenienced by it. For instance, some sociologists will reject not only the distinctions amongst sets of variables under the heading of social psychological characteristics, but the meaning of the heading itself.

There are also alternative ways in which these variables may be classified, representing ways in which searchers are equally likely to think. We illustrate one of these, involving grouping of variables in terms of the social context to which they have been applied (eg classroom variables, family variables, teacher variables). Another is proposed by which 'combinations' of variables would be indexed (eg social class + achievement, social class + language).

This index is a good example of the application of several of the principles we outlined earlier, and it affords an opportunity to assess their appropriateness and practical value. It will be clear that we have had to balance considerations of constructing sets of proportions manageable for the searcher against that of imposing no more structure than will be generally acceptable. It also represents a case when several modes of categorisation are essential adequately to take account of alternative approaches the searcher may at different times wish to adopt.

Options relevant to other practical aspects of investigation

Other notions relevant to operational investigation are the sociocultural context and the population to which a study is generalisable. There is often ambiguity on these points in documents, and subject experts we have consulted indicated that, in these instances, reliability was the prime requirement of an index. In the sections of the scheme relating to these two notions, therefore, we have based our indexes on sample* as specified and geographical location in which an investigation was carried out, recognising that the validity of these indicators may be questioned.

Samples of individuals are indexed in two ways: educational/developmental stage (adults are indexed within this framework only when engaged in formal education), and social characteristics. The notion of educational/developmental stage requires explanation. It has been adopted to take account of different approaches that may be employed in defining samples. Educational level is difficult to equate across institutions and even more so across countries, and some studies focus on chronological rather than intellectual age. To translate all data in terms of chronological age, however, would result in the loss of much meaning. We therefore distinguish between pre/compulsory/posteducational stages, the boundaries of which vary according to country. Within this framework, samples are indexed by type of institution (contextualised by country) and chronological age, and additionally by grade in the compulsory education stage section. We experiment with a presentation in the form of charts for age and grade. A given sample is indexed in as many ways as are relevant.

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*We use the term in the Glaser and Strauss sense of theoretical sample.

Samples of larger units have been listed. We are uncertain as to whether characteristics of members of these units, as well as of the units themselves, would helpfully be indexed. If so, there is the question of whether these data would best be merged with that for individuals or should form a separate but parallel section in this index.

We have confined our indexing of geographical location to the country level, but it would be quite feasible to build in further detail. Names of regions and conurbations, for instance, convey demographic information which may assist the searcher.

Both indexes represent a mechanical approach to indexing which in one sense detracts from their value. Clearly, the nature of a sample may have no bearing on the subject matter of a study, and geographical location may similarly be a function of circumstances or convenience rather than design. The strength of these indexes is that they are based on relatively 'hard' data. They thus gain in reliability what they lose in validity.

Conclusion

The prototype scheme we have outlined has drawn heavily on suggestions made by subject experts whom we have consulted. Nevertheless, by the options we have created, we have inevitably blocked other approaches in ways that may not have been predictable. Only subject experts can judge the appropriateness, for their purposes in searching the literature, of what we propose, and their comments will shape the continuing evolution of the prototype scheme we have built. As a first concrete expression of the ideas they have put to us, the prototype version is a necessary means by which they may clarify and develop their thinking concerning the appropriate organisation of their information.

II SCHEME OF INTELLECTUAL ORGANISATION

COMPRISING:

Overall basic structure of scheme Pp.36-39

Individual sections of scheme:

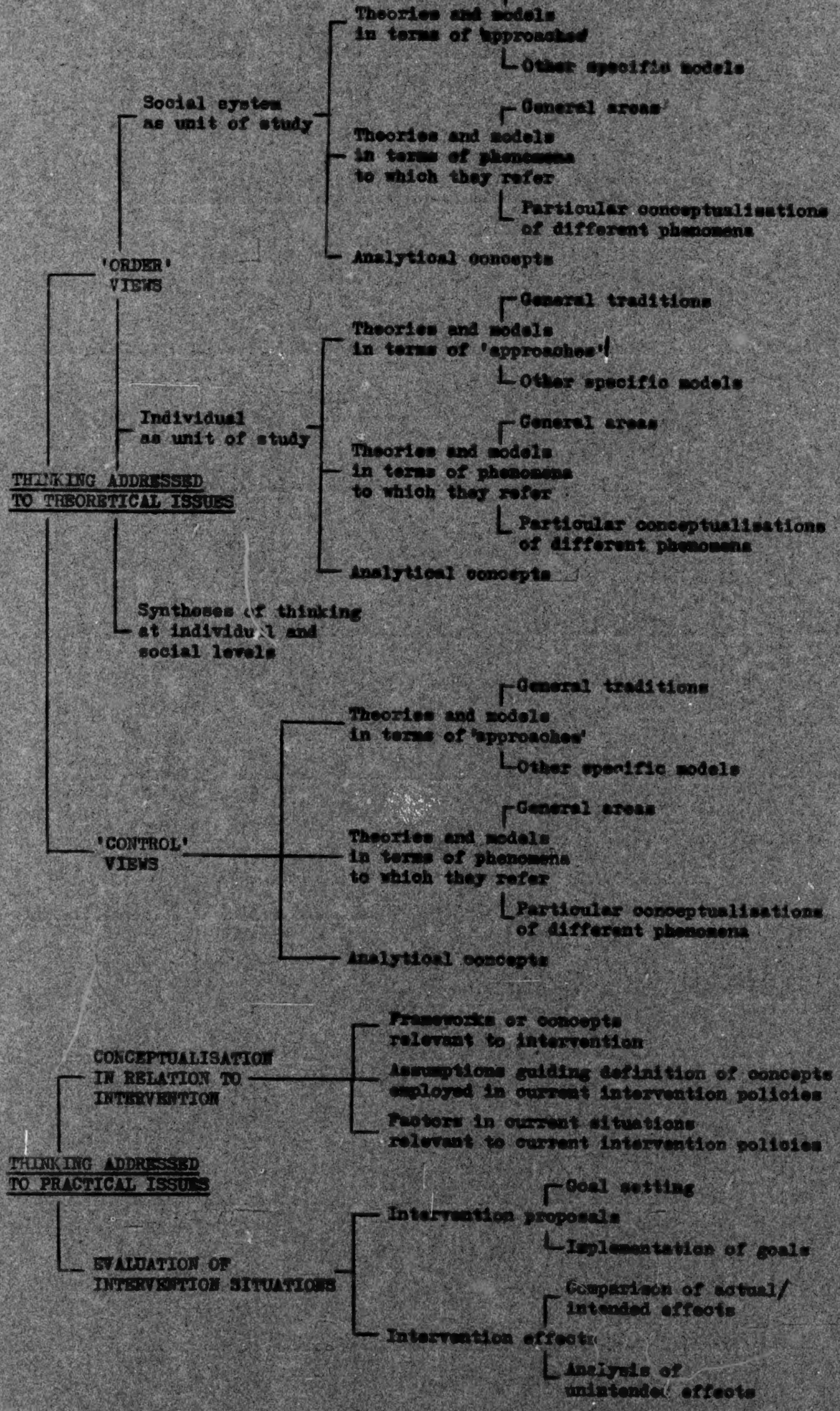
	Page	Colour coding
Theories and models	41	Old gold
Methodology	49	Green
Affiliation with area defined by journal policy	55	Salmon
Affiliation with area defined by 'significant author'	59	Lavender
Affiliation with area defined by current interest	63	Buff
Variables	67	Blue
Sample	75	Yellow
Geographical location of investigation	83	White

READERS ARE RECOMMENDED TO STUDY THE BASIC STRUCTURE BUILT INTO THE SCHEME (see pp.36-39) BEFORE LOOKING AT THE DETAILED PRESENTATION IN LATER PAGES.

The scheme rests upon relatively few major distinctions, selected from amongst those widely used in the field. The structure may give an initial impression of complexity, but knowledge of the distinctions we have employed in constructing categories will counteract this effect.

Overall basic structure of scheme

THEORIES AND MODELS



- THINKING ADDRESSED TO THEORETICAL ISSUES
  - 'ORDER' VIEWS
    - Social system as unit of study
      - Theories and models in terms of 'approaches'
        - General traditions
        - Other specific models
      - Theories and models in terms of phenomena to which they refer
        - General areas
        - Particular conceptualisations of different phenomena
      - Analytical concepts
    - Individual as unit of study
      - Theories and models in terms of 'approaches'
        - General traditions
        - Other specific models
      - Theories and models in terms of phenomena to which they refer
        - General areas
        - Particular conceptualisations of different phenomena
      - Analytical concepts
    - Syntheses of thinking at individual and social levels
  - 'CONTROL' VIEWS
    - Theories and models in terms of 'approaches'
      - General traditions
      - Other specific models
    - Theories and models in terms of phenomena to which they refer
      - General areas
      - Particular conceptualisations of different phenomena
    - Analytical concepts
- THINKING ADDRESSED TO PRACTICAL ISSUES
  - CONCEPTUALISATION IN RELATION TO INTERVENTION
    - Frameworks or concepts relevant to intervention
    - Assumptions guiding definition of concepts employed in current intervention policies
    - Factors in current situations relevant to current intervention policies
  - EVALUATION OF INTERVENTION SITUATIONS
    - Intervention proposals
      - Goal setting
      - Implementation of goals
    - Intervention effects
      - Comparison of actual/intended effects
      - Analysis of unintended effects

Overall basic structure of scheme cont'd

METHODOLOGY

- METHODOLOGICAL POSITIONS
  - ACTORS' MEANINGS AS UNIT OF STUDY
    - (Subdivision
      - :Appropriateness of explanation relative to model
      - :Validity of evidence relative to nature of explanation sought)
  - INDIVIDUAL AS UNIT OF STUDY
    - Individual behaviour/difference
    - Individual development
    - Situational influence
    - Interpersonal interaction
      - (Subdivision
        - :Appropriateness of explanation relative to model
        - :Validity of evidence relative to nature of explanation sought)
  - SOCIAL SYSTEM AS UNIT OF STUDY
    - Organisational
    - Institutional
    - Cultural
      - (Subdivision
        - :Appropriateness of explanation relative to model
        - :Validity of evidence relative to nature of explanation sought

- OTHER WAYS OF CHARACTERISING DOCUMENTS RELEVANT TO METHODOLOGY
  - METHODS AND TECHNIQUES EMPLOYED (Sample inventory)
    - Methods which have general implications for research approach
    - Methods of data collection
    - Methods of data analysis

Other aspects of 'methodological positions' which might be indexed include range and explanatory power of theory, conceptualisation of situation as static/dynamic, conceptualisation in terms of structure/process. Other 'inventories' which might be constructed include named measures and instruments, and definitions of concepts.

AFFILIATION WITH AREA DEFINED BY JOURNAL POLICY

Arrangement is alphabetical by journal, the section for each journal representing a contents list for the journal.

AFFILIATION WITH AREA DEFINED BY 'SIGNIFICANT AUTHOR'

Arrangement is by name of 'significant auth

Alternative definitions of 'significant author' are associated with different modes of categorisation under this heading.

AFFILIATION WITH AREA DEFINED BY CURRENT INTEREST

Arrangement is alphabetical in each of three sections;

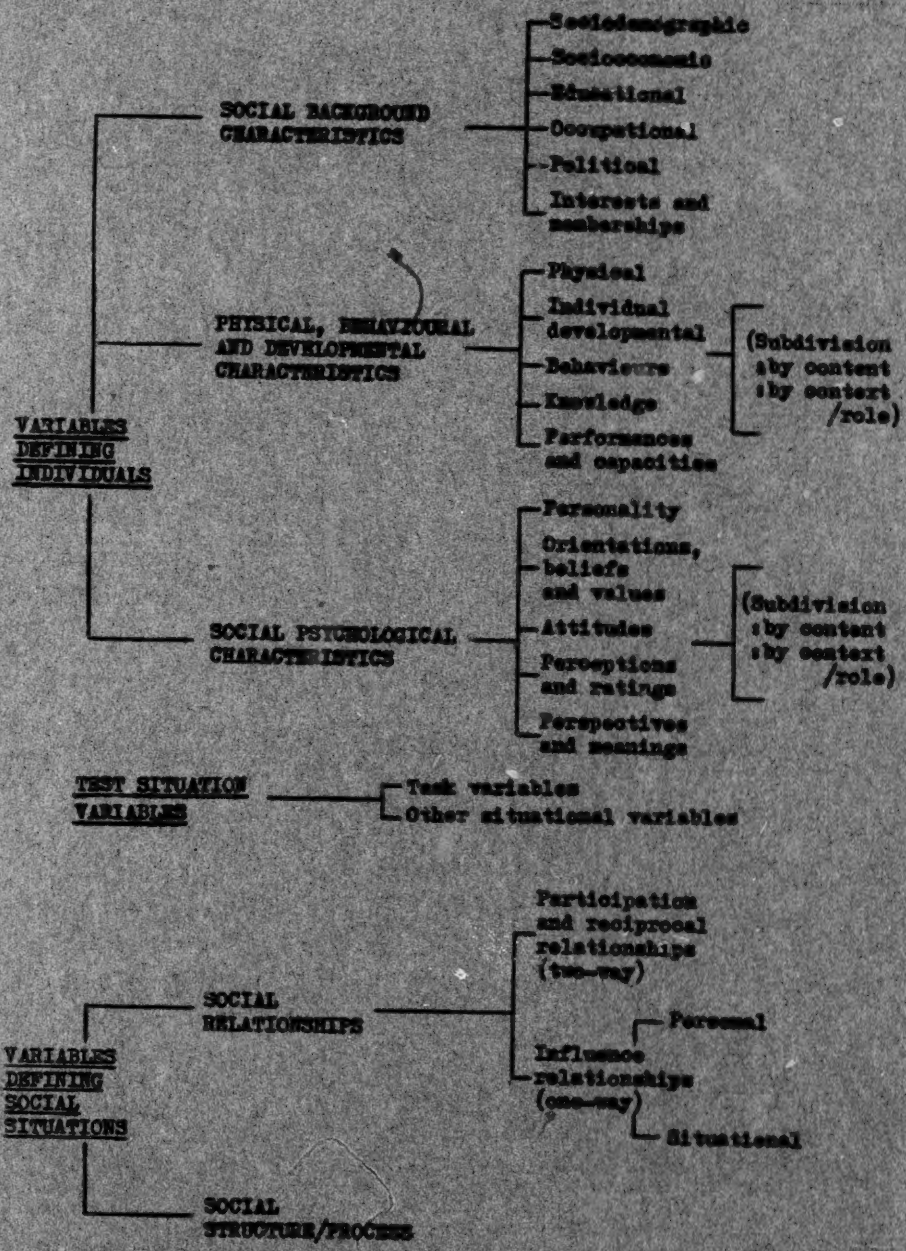
THEMES OF CURRENT INTEREST

OVERVIEWS OF THINKING

OVERVIEWS OF EDUCATION IN DIFFERENT COUNTRIES

Overall basic structure of scheme cont'd

VARIABLES



- VARIABLES DEFINING INDIVIDUALS
  - SOCIAL BACKGROUND CHARACTERISTICS
    - Sociodemographic
    - Socioeconomic
    - Educational
    - Occupational
    - Political
    - Interests and memberships
  - PHYSICAL, BEHAVIOURAL AND DEVELOPMENTAL CHARACTERISTICS
    - Physical
    - Individual developmental
    - Behaviours
    - Knowledge
    - Performances and capacities
    - (Subdivision :by content :by context /role)
  - SOCIAL PSYCHOLOGICAL CHARACTERISTICS
    - Personality
    - Orientations, beliefs and values
    - Attitudes
    - Perceptions and ratings
    - Perspectives and meanings
    - (Subdivision :by content :by context /role)
- TEST SITUATION VARIABLES
  - Task variables
  - Other situational variables
- VARIABLES DEFINING SOCIAL SITUATIONS
  - SOCIAL RELATIONSHIPS
    - Participation and reciprocal relationships (two-way)
    - Influence relationships (one-way)
      - Personal
      - Situational
  - SOCIAL STRUCTURE/PROCESS

Cutting across the above individual/social classification of variables, it is proposed additionally to include a 'contextual' classification of variables (eg classroom variables, organisational variables, teacher variables).

A further possible mode of categorisation we might employ is the indexing of 'combinations' of variables (eg social class and achievement, social class and language).

Overall basic structure of scheme cont'd

SAMPLE

- **SAMPLES OF INDIVIDUALS**
  - DEFINED BY EDUCATIONAL/ DEVELOPMENTAL STAGE
    - Preeducation stage
      - Educational affiliation (type of institution, by country)
      - Chronological age
    - Compulsory education stage
      - Educational affiliation (type of institution, and grade, by country)
      - Chronological age
      - Other ways of defining samples
    - Postcompulsory education stage
      - Educational affiliation (type of institution, by country)
      - Additional characteristics
  - DEFINED BY SOCIAL CHARACTERISTICS
    - Community membership
    - Education
    - Family membership
    - Income
    - Marital status
    - Occupation
    - Political affiliation and activity
    - Race/ethnicity/ nationality (± religion)
    - Residence
    - Sex
    - Social class
    - Other definitions of social position

- **SAMPLES OF SOCIAL UNITS**
  - Dyads
  - Larger social units
    - Educational
    - Family
    - Other

GEOGRAPHICAL LOCATION OF INVESTIGATION

Arrangement is alphabetical by country

Further characteristics (eg region, conurbation) might later be built into this section of the scheme.

Individual sections of scheme:

THEORIES AND MODELS

Proposed content of index

Scope of index

Theories and models employed in carrying out investigation of either a theoretical or empirical nature, including those designed to have a direct bearing on policy questions.

Range of documents covered

Studies in which a theoretical framework of any kind is employed, for the purpose of either theory building, theory testing, or the application of theory to afford insights into practical situations.

Range of thinking covered

The index covers idealisations ranging from generalised models of man to models, theories and concepts specific to particular situations. A special feature is that we index positions that authors refer to in order to reject, as well as those they adopt. We do not, however, index atheoretical positions, those opting for 'naked empiricism', pragmatic etc approaches, although we recognise them as 'traditions'.

Details of proposed structure

This index is divided into two parts. The first represents thinking addressed to theoretical questions. In the second, we explore the possibility of bringing together theories and models which researchers have employed to provide insights into situations raising issues of practical concern, along with the thinking of those directly concerned with policy making in relation to social intervention.

THINKING ADDRESSED TO THEORETICAL ISSUES

A central distinction is made between 'order' and 'control' views, based on Dawe's characterisation of models which focus on system and action respectively, the dominant actor in the first case being the system and, in the second, the person.

'ORDER' VIEWS OF SOCIAL WORLD

We subdivide 'order' views on the basis of unit of study.

Social system as unit of study (individual as element in social system)

Theories and models in terms of 'approaches'

General traditions

- Conflict
- Consensus
- Cybernetic
- Exchange
- Functional
- Marxist

There are also approaches described in terms such as 'man' as judgmental dope' and 'sociological-scientific absurdity'. These tend to be used in a pejorative sense, and study of further material will be required to determine how to represent them.

Other specific models

- Bureaucratic and formal organisational models
- Communication-exchange-coalition model
- Embourgeoisement thesis
- Input/output systems models
- Role models
- Subcultural models

Theories and models in terms of the phenomena to which they refer

General areas

- Collective behaviour (including unrest)

THINKING ADDRESSED TO THEORETICAL ISSUES cont'd

- Differential access to life chances (including equality of opportunity)
- Innovation and change
- Institutionalised human groups
- Relation between education and society
- Stratification
- Urban politics

We do not propose to index here societal theories of a wholly generalised nature.

Particular conceptualisations of different phenomena

We propose to describe items in the form typified by the following phrases:

eg Academic reward system as exchange process
Collectivities as interactional networks
... in terms of constituent bodies
Curriculum research as a discipline
Forms of social organisation as mediating between social structure and social change
.
.
.
.

The precise relation between this category and the previous one cannot be fully clarified on the basis of material studied to date.

Concepts of an analytical nature

No basis on which these concepts might helpfully be grouped is apparent from material studied to date.

- Ascription/achievement
- Bargaining
- Cueing
- Formal/communal organisation
- Formal/informal (including structured/unstructured) organisation
- Freedom

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF SOCIAL WORLD

Social system as unit of study

Concepts of an analytical nature cont'd

- Individuated heteronomy/ commensual heteronomy/ commensualism/ heterarchy/simple, unitary, limited, balanced centralism/ feudalism
- Integrative mechanisms
- Locus of control
- Open/closed system
- Organic/mechanistic organisation
- Rate of regeneration
- Strategies for avoiding dependence
- Structured belief system
- Voluntarism/corporate voluntarism/democratic localism /bureaucracy

Individual as unit of study
(social system as element in individual's environment)

Theories and models in terms of 'approaches'

General traditions

- Deficit models
- Deviance models
- Difference models
- Environmental theories
- Experimental approaches
- Field theory
- Genetic theories
- Linear/temporal (including causal) ordering of variables
- Psychoanalytic theories
- Small group theories
- Social learning theories
- 'Stage' theories

We recognise that associational or correlational studies represent a tradition in the same sense as those listed above. We do not propose to include them here, since the category would be too overburdened to have much practical value.

As a slightly different way of defining 'tradition', we propose to introduce an additional subset of headings representing current theoretical debates:

eg Heredity/environment
Social structural/social psychological explanations

THINKING ADDRESSED TO THEORETICAL ISSUES cont'd

Other specific models

- Articulated system model (concerning individual's relationship with different social systems)
- Biculturation models
- Bureaucratic and formal organisational models
- Class culture conflict models
- Identification theories (including imitation and modelling)
- Labelling theories

Theories and models in terms of the phenomena to which they refer

General areas

- Acculturation
- Achievement
- Activism
- Attitude formation and change
- Decision making
- Delinquency
- Development
- Differential access to life chances (including equality of opportunity)
- Interpersonal choice
- Language
- Lower class political extremism
- Mental abilities
- Motivation
- Occupational mobility
- Race relations
- Sex role differentiation
- Socialisation (including political socialisation)

Particular conceptualisations of different phenomena

We propose to describe items in the form typified by the following phrases:

eg Activism as political romanticism
Adolescence as marginal role
Attitudes as determined by events
... as hierarchically structured
Career decisions as an additive process
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The precise relation between this category and the previous one cannot be fully clarified on the basis of material studied to date.

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF SOCIAL WORLD

Individual as unit of study cont'd

Concepts of an analytical nature

No basis on which these concepts might helpfully be grouped is apparent from material studied to date.

Academic/collegiate/collegiate scholar/independent
Ascription/achievement
Authoritarian/democratic orientation
Authoritarian/egalitarian orientation
Basic learning ability
Behavioural style
College 'charter'
Commands/reasoning
Conflict environmental force units
Convergent/divergent orientation
Culture/counterculture
Deep structure
Formal/informal (including structured/unstructured) organisation
Home and family/ wider interests
Home-centred aspiring/solid working class
Husband dominant/ syncratic/ autonomic/wife dominant
Inauthentic images
Instrumental-task/sociable-person orientation
Intolerance/openmindedness
Intrinsic/extrinsic orientation
Local/cosmopolitan orientation
Locus of control
Modern/traditional orientation
National style
Self direction/conformity
Seniority/expertise
Speech convergence/divergence
Uncommitted/integrationist/nationalist/pluralist orientation
Unresponsive/dependent-compliant/thoughtful-persistent/offensive-combative/other modes of adaption
Value themes
Vocational/academic orientation
Youth/middle class values

Typologies of developmental stages could also be included here.

THINKING ADDRESSED TO THEORETICAL ISSUES cont'd

Syntheses between thinking at personal/interpersonal and social levels

We have only a few candidates for this section in material studied to date, involving thinking such as:

Classical urban theory/psychological model of intrafamilial socialisation
Formal sociology/psychoanalytic theory
Structural functional/social psychological

A decision on the most appropriate way of building such approaches into our scheme would be premature until a further range of material has been studied.

'CONTROL' VIEWS OF SOCIAL WORLD

There is no distinction, comparable to unit of study for 'order' views, by which we propose to structure this section.

Theories and models in terms of 'approaches'

General traditions

Action
Existentialist
Interaction
Marxism
Symbolic interaction

More general labels for items which, in broader terms than the approaches we have just listed, contrast 'control' with 'order' views, are:

Phenomenological
Radical sociology

It is impossible to tell whether indexing at this level of generality would have any value, and we have deferred a decision on this point.

Other specific models

Theory of the definition of the situation

Theories and models in terms of the phenomena to which they refer

General areas

Attitude formation and change
Meaning
Occupational choice process
Role identification
Social ascription of motives

THINKING ADDRESSED TO THEORETICAL ISSUES

'CONTROL' VIEWS OF SOCIAL WORLD

Theories and models in terms of the phenomena to which they refer cont'd

Particular conceptualisations of different phenomena

We propose to describe items in the form typified by the following phrases:

eg Adult/child relationship as grounded in taken for granted evaluations
Creation of adolescence as a social fact
Marriage as mechanism for personal validation
Nature of adolescent experience
  ... of definitions of work
  ... of work orientations

Concepts of an analytical nature

No subdivision is proposed under this heading at this stage.

Allocational frameworks
Awareness contexts
Cultural/habitual personal/unique personal definitions
Reference individual

THINKING ADDRESSED TO PRACTICAL ISSUES

The central distinction we propose is between models used to guide conceptualisation of intervention situations (on the assumption that the nature of the situation is problematic) and models used to guide evaluation (taking the nature of the situation for granted, and relating 'actual' to 'ideal' or future states in terms of some kind of means/ends framework).

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS

The models indexed here are ones which have been used in thinking about the intervention process, though not necessarily conceptualisations of it. The common factor is that insights afforded by the models have been translated into implications (direct or indirect) for action. There is no suggestion that the categories we propose are mutually exclusive either from each other or from categories of models addressed to theoretical issues.

THINKING ADDRESSED TO PRACTICAL ISSUES

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS cont'd

Frameworks or concepts relevant to intervention

We propose to index items under this heading by the policy in question, in the form typified by the following phrases:

eg Curriculum of higher education

Relation between education and employment structure as complex and dynamic

Distribution of educational resources

Bases of public support for educators as changing
Equality of opportunity as capital embodiment

Education and social advancement of minority groups

Achievement as related to differences in educational opportunity
  ... as inhibited by value orientations
Educational failure as outcome of mainstream culture's inability to cope with biculturation process
Life chances of blacks as related to family stability

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Assumptions guiding definition of concepts employed in current intervention policies

We propose to index items under this heading by the policy in question, in the form typified by the following phrases:

eg Compensatory education

Nature of educational need
  ... of parental involvement

Comprehensivisation

Beliefs about optimum size of school

Education of minority groups

Assumption that community control will increase sense of fate control and hence achievement

•
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THINKING ADDRESSED TO PRACTICAL ISSUES

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS cont'd

Factors in current situations relevant to current intervention policies

We propose to index items under this heading by the policy in question, in the form typified by the following phrases:

eg **Curriculum**

Educational values of arts v science undergraduates

Educational change

Aspects of adolescent educational experience
Problems of student teachers in college and practice school

Manpower flow

Career aspirations of sixth formers

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EVALUATION OF INTERVENTION SITUATIONS

We define evaluation to include (1) proposals as to the goals of intervention appropriate to given situations, as well as (2) description of the effects of interventions actually implemented, relative to their predicted or intended effects, in given situations. This is a distinction between different stages in the intervention process and, in terms of documents at least, the categories differ only in emphasis.

Intervention proposals

Goal setting

We propose to index items under this heading by the goal proposed and the situation prompting consideration of goals, in the form typified by the following phrases:

Biculturation of black youth as goal of black college in context of racism and black awareness

... of black youth as goal of black college in racially integrated society

THINKING ADDRESSED TO PRACTICAL ISSUES

Intervention proposals

Goal setting cont'd

eg Community service as function of black college in a desegrated society

Radical change in role of urban schools relative to other educational resources in community so as to replace bureaucratic control by community participation

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Implementation of goals

We propose to index items under this heading in terms of given goals relative to means by which they may be realised, in the form typified by the following phrases:

eg Equality of educational opportunity for minority groups dependent on teaching methods in accord with nature of ability

Infant schooling dependent for effectiveness on relevance to developmental needs of child

Role change in headteachers by means of courses to prepare them for democratic decision making

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Intervention effects

We distinguish between two approaches to the study of intervention effects. The first involves comparison of actual with predicted or intended effects. The second analyses the intervention situation to 'diagnose' factors responsible for unintended consequences. The two approaches are not mutually exclusive.

We propose to index items under this heading by the means used relative to the goal in question.

The form of phrase by which we plan to index items under this heading is typified in the sections on the following page.

THINKING ADDRESSED TO PRACTICAL ISSUES

EVALUATION OF INTERVENTION SITUATIONS

Intervention effects cont'd

Comparison of actual/intended effects

eg Black colleges as agents in emergence of 'black estate'
Day care as factor in development of young children
Education as agent for achieving aims of socialism
... as agent for democratisation
Industrial training as element in sandwich courses
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Analysis of unintended effects

eg School, family and peer influences as factors in inadequate political socialisation
Social control mechanisms in schools as factor in differential educational success amongst races

Individual sections of scheme:

METHODOLOGY

Proposed content of index

Scope of index

We are experimenting with two approaches. Our first concern is with the nature of the evidence an author considers it appropriate to seek, relative to the model guiding his study. Methodology defined in this way often remains implicit. We therefore additionally index methods and techniques employed, both in empirical and theoretical studies, on the grounds that use of a method involves acceptance by the author of assumptions in the method. The user may study these assumptions in relation to assumptions in the model employed.

Range of documents covered

There is a sense in which all studies may be said to have a methodology. However, for experimental purposes, we are confining ourselves to indexing: (1) studies in which the methodology is explicitly discussed; (2) studies in which a stated method is employed.

Range of thinking covered

Our dual approach to indexing methodological aspects of documents allows us to take account both of methodology as a 'subject', and the methodologies employed in individual studies.

Development of proposed structure

There are two parts to the index, corresponding to the two approaches we are experimenting with. The first concerns methodological positions, in terms of aspects of models which have methodological significance, as related to considerations in research techniques which have a bearing on the nature of the evidence collected. Specifically, we propose to index items by unit/level of analysis, and to distinguish between considerations in appropriateness of explanation relative to model, and considerations in validity of evidence relative to nature of explanation sought. This approach could be extended to both other aspects of model and other aspects of evidence. The second approach involves a broad characterisation of particular methods and techniques which have been employed in studies being indexed.

METHODOLOGICAL POSITIONS

Under each heading we exemplify items only. We propose to index items by phrases which are 'cued' so as to distinguish between assumptions in and approaches to explanation, and between general strategies and specific procedures in terms of research technique.

ACTORS' MEANINGS AS UNIT OF STUDY

Later categories are subdivided by level of analysis, but no subdivision of that kind is appropriate under this heading.

Appropriateness of explanation relative to model

Assumptions guiding
  contemporary radical sociology:
    nonobjectivism, relativism, rejection of causal determinism

  study of occupational choice:
    alternative rationalities as contrasted with postulation of given type of rationality

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Approaches to
  study of behaviour as socially intelligible:
    analysis of observable courses of action, in which motives serve as observer's rules of relevance in imputing socially available orientations

  study of individual acts:
    Marxist analysis as appropriate to focus of contemporary radical sociology

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METHODOLOGICAL POSITIONS

ACTORS' MEANINGS AS UNIT OF STUDY cont'd

Validity of evidence relative to nature of explanation sought

General strategies for
  study of actors' definitions:
    allowing categories to emerge from data, as compared with imposing categories on data

    amenability of theory of definition of situation to empirical investigation

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Specific procedures for
  study of actors' definitions:
    'awareness contexts' as means of representing actors' definitions of situations

    generalisability of data derived from open questions, as compared with forced choice

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INDIVIDUAL AS UNIT OF STUDY

Subdivision is by different ways of viewing the individual.

Individual behaviour/difference

Appropriateness of explanation relative to model

Approaches to
  study of individual behaviour:
    analysis in terms of causal antecedents... viewed as focussing on surface phenomena...

METHODOLOGICAL POSITIONS

INDIVIDUAL AS UNIT OF STUDY

Individual behaviour/difference cont'd

- Approaches to
  - study of political attitudes and behaviour:
    - observers' explanations contrasted with those of actors (New Left) for understanding of political attitudes and behaviour of other actors (students in general)

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Validity of evidence relative to nature of explanation sought

- General strategies for
  - educational research:
    - procedures for ensuring confidentiality of data, in particular data from survey questionnaires

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- Specific procedures for
  - study of educational situations:
    - procedures for determining whether findings of educational research are genuinely contradictory, and for combining them when appropriate
  - study of racial preferences:
    - value of picture ranking instrument

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Individual development

Appropriateness of explanation relative to model

- Assumptions guiding
  - study of adolescence:
    - continuing validity of established theory in relation to change in empirical situation
  - study of children's legal development:
    - universal applicability of given theory

METHODOLOGICAL POSITIONS

INDIVIDUAL AS UNIT OF STUDY

Individual development cont'd

- Approaches to
  - study of children's legal development:
    - interpretation of data in light of several different models to take account of complex nature of process

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Validity of evidence relative to nature of explanation sought

- Specific procedures for
  - study of child development:
    - effectiveness of Bayley Infant Scales for predicting scores on WISC and Bender-Gestalt tests

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Situational influence

Validity of evidence relative to nature of explanation sought

- General strategies for
  - study of college impact:
    - appropriateness to nature of data, hypothesis to be tested, pattern of correlations

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- Specific procedures for
  - study of achievements of highly selective schools:
    - distortion from measures employed, analysis of regression phenomenon
  - study of economic effects of educational institutions:
    - measurement of rate of return in relation to characteristics of students in a given institution

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METHODOLOGICAL POSITIONS

INDIVIDUAL AS UNIT OF STUDY cont'd

Interpersonal interaction

Appropriateness of explanation relative to model

Assumptions guiding
  study of mother-child interaction:
    continuing validity of established model

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Validity of evidence relative to nature of explanation sought

General strategies for
  study of mother-child interaction:
    observation as supplement or alternative to second-hand data as means of reducing distortion

    observation in home as compared with laboratory study

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Specific procedures for
  study of decision making in the family:
    distortion through questioning only of wives, over-representation of traditional male decision areas, inadequate consideration of personality variables

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SOCIAL SYSTEM AS UNIT OF STUDY

We subdivide under this heading by level of analysis.

Organisational level

Appropriateness of explanation relative to model

Assumptions guiding
  study of social organisations:
    qualitative difference amongst institutionalised human groups

METHODOLOGICAL POSITIONS

SOCIAL SYSTEM AS UNIT OF STUDY
Organisational level cont'd

Approaches to
  study of social organisations:
    rate of regeneration as basis for comparison of organisations

  study of formal organisations:
    value of complementary viewpoints as means of predicting undiscovered relationships and suggesting new variables

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Validity of evidence relative to nature of explanation sought

General strategies for
  study of formal organisations:
    emphasis on objective institutional v subjective attitudinal measures

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Institutional level

Appropriateness of explanation relative to model

Approaches to
  study of education:
    Marxist approach, dealing with specific processes in a country as forms of general laws of development, clarifying them in the context of the concrete historical and social situation, and evaluating them by appropriate criteria, contrasted with 'mere description' as approach to comparative study of education

    viewpoint 'from inside looking out' as appropriate to historical study of education

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METHODOLOGICAL POSITIONS

SOCIAL SYSTEM AS UNIT OF STUDY

Institutional level cont'd

Validity of evidence relative to nature of explanation sought

General strategies for
  study of education:
    methods of several disciplines appropriate to historical study which focusses on education in its involvement with rest of society

    validity of distinguishing between ability/aptitude tests and achievement tests, and regarding them as input and output indicators respectively, for study of educational inequality

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Cultural level

Appropriateness of explanation relative to model

Approaches to
  study of sociology of
  literature:
    alternative views of culture

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Validity of evidence relative to nature of explanation sought

Specific procedures for
  study of sociology of
  literature:
    distorting effect of use of quantitative methods, unrepresentative samples, inadequate range of situations studied

Note: Examples of issues which might be pinpointed in the further development of this part of the scheme include range and explanatory power of theory, conceptualisation of situation as static/dynamic, conceptualisation in terms of structure/process.

OTHER WAYS OF CHARACTERISING DOCUMENTS, RELEVANT TO METHODOLOGICAL ISSUES

METHODS AND TECHNIQUES EMPLOYED
(Sample inventory)

Methods and techniques which have general implications for research approach

Analysis of predictable
  deviant cases
Case study
Content analysis
Crosscultural comparison
Event analysis
Field research
Historical study and comparison
Laboratory based study
Longitudinal study
Quantitative approach
Replication
Reputational analysis
Small group study
Sociometric method
Survey method

Another candidate under this heading would be economic study

Methods and techniques of data collection

We would propose to include here techniques of observation and questioning, choice of subjects, excluding very widely used methods such as questionnaire and interview.

Methods and techniques of data analysis

Cluster approach
Factor analysis
Input/output analysis
Partitioning explained
  variance
Path analysis
Rate of return approach
Regression analysis
Residual gain
Stochastic model for change

Note: Other 'inventories' which might be constructed include definitions of concepts, and also named instruments and measures.

Individual sections of scheme:

AFFILIATION WITH AREA DEFINED BY JOURNAL POLICY

Proposed content of index

Scope of index

The concern is with documents sharing the characteristic of being published in a particular journal, and the relation between publication in a particular journal and content of documents. (This principle could be readily extended to books in terms of relation between publishing house and content of documents.)

Range of documents covered

All articles published in journals.

Range of thinking covered

In so far as journals reflect distinctive editorial policies, familiar to members of a field, the distribution of documents by journal may be viewed as an element in collective perceptions of the patterning of work in a field.

Arrangement of documents

Arrangement is alphabetical by journal, the section for each journal representing a contents list of relevant items.

Sample page of index

NEW SOCIETY cont'd

482

1245-1248

Little, Alan A sociological portrait: education. (162)

SCHOOL REVIEW

79(2)

243-267

Westbury, Ian and Steimer, William Curriculum: a discipline in search of its problems. (273)

79(3)

359-378

Schrag, Francis The right to educate. (227)

379-403

Spady, William G. Status, achievement, and motivation in the American high school. (247)

79(4)

493-542

Schwab, Joseph J. The practical: arts of eclectic. (228)

543-559

Reitman, Sandford W. Role strain and the American teacher. (213)

561-578

Massialas, Byron G., Sprague, Nancy Freitag and Sweeney, Jo Ann Traditional teachers, parochial pedagogy. (174)

80(1)

1-25

Stern, George G. Self-actualizing environments for students. (253)

27-49

Hall, David J. A case for teacher continuity in inner-city schools. (104)

SOCIOLOGICAL REVIEW

19(1)

5-29

Bandyopadhyay, Pradeep One sociology or many: some issues in radical sociology. (013)

79-94

Haystead, Jennifer Social structure, awareness contexts and processes of choice. (115)

95-114

Timperley, Stuart R. and Gregory, Alison M. Some factors affecting the career choice and career perceptions of sixth form school leavers. (265)

Individual sections of scheme:

AFFILIATION WITH AREA DEFINED BY 'SIGNIFICANT AUTHOR'

Proposed content of index

Scope of index

This index refers to original sources of ideas employed by authors, and individuals are indexed in terms of their 'significant authors' (this term is coined by analogy with 'significant other'). The index is confined to authors to whom a debt is acknowledged, as contrasted with the larger number to whom reference may be made in a given document.

Range of documents covered

Studies in which sources of the ideas employed are specified.

Range of thinking covered

The index refers not to links between documents but to links between people. The assumption is that authors tracing the genealogy of their ideas to a common 'significant author' will be compatible in their thinking in a way that, for members of the field, will be characterised by the name of that person. In this sense, relationships between authors and their 'significant authors' may be viewed as an element in collective perceptions of the patterning of work in a field.

Arrangement by author

Arrangement is alphabetical by name of significant author within two sections:

Sources of concepts/theories employed by author

Sources of research strategies/measures employed by author

Sample page of index

SOURCES OF CONCEPTS/THEORIES EMPLOYED BY AUTHOR cont'd

STRAUS, M.A.
- 262 (Thomas, D.L.)

SUGARMAN, B.
- 206 (Polk, K.)

TAVISS, I.
- 121 (Hoge, D.R.)

THOMPSON, J.D.
- 102 (Hage, J.)
- 274 (Westhues, K.)

THOMPSON, V.
- 004 (Aiken, M.)
- 102 (Hage, J.)

TOCH, H.
- 207 (Portes, A.)

WALLER, W.
- 251 (Stebbins, R.A.)

WEBER, M.
- 015 (Beattie, C.)
- 047 (Collins, R.)
- 122 (Holdaway, E.A.)
- 150 (Kohn, M.L.)
- 234 (Sheldrake, P.F.)

WEISS, R.
- 264 (Thorns, D.C.)

WILSON, J.Q.
- 004 (Aiken, M.)

WINCH, P.
- 052 (Coulter, J.)

WIRTH, L.
- 262 (Thomas, D.L.)

WOELFEL, J.
- 154 (Land, K.C.)

WOLFE, D.M.
- 041 (Centers, R.)

WOLFF, K.H.
- 251 (Stebbins, R.A.)

SOURCES OF RESEARCH STRATEGIES/MEASURES EMPLOYED BY AUTHOR

Arrangement is alphabetical by name of 'significant author'

ADORNO, T.W.
- 041 (Centers, R.)

ASTIN, A.W.
- 103 (Hagstrom, W.O.)

BALES, R.F.
- 034 (Brewer, J.)

BERELSON, B.
- 137 (Kamens, D.H.)

BLAU, P.M.
- 096 (Greenberger, E.)

BLOOD, R.O.
- 041 (Centers, R.)

CAMPBELL, A.
- 255 (Stradling, R.)

CARTTER, A.M.
- 103 (Hagstrom, W.O.)

COLE, S.
- 103 (Hagstrom, W.O.)

COLEMAN, J.S.
- 055 (Crain, R.L.)

DOUVAN, E.
- 041 (Centers, R.)

DUNCAN, O.D.
- 077 (Farley, R.)
- 143 (Kessin, K.)
- 154 (Land, K.C.)
- 272 (Wellman, B.)
- 281 (Woelfel, J.)

Individual sections of scheme:

AFFILIATION WITH AREA DEFINED BY CURRENT INTEREST

Proposed content of index

Scope of index

The aim is to reflect themes or questions which are currently a focus of interest in the field. The idea is that subject experts should select the themes to be represented in the index at any point in time, documents being selected and indexed on the basis of their relation to current activity in the field thus defined. (This contrasts with other indexes in which the aim is to describe a population of documents in its own right.) For purposes of illustration, we are taking the themes of 'special issues' of journals to have some consonance with the kinds of themes subject experts would wish to see represented.

Range of documents covered

Documents which collectively represent work in areas of current interest, and reflect the present stage of development. The index also covers documents which summarise or comment on the present stage of development in an area, publication of which assumes some reference to current interests.

Range of thinking covered

The emphasis is on current thinking and developments. Within this context, subject experts' views as to themes on which attention in the field is focussed will define the range of thinking covered at any time, and will characterise the patterning of work in the field.

Arrangement of themes

Arrangement is alphabetical under three headings:

- Themes of current interest (by theme - contributions on a theme collectively representing that theme)
- Overviews of thinking (by theme)
- Overviews of education in different countries (by country)

Sample page of index

THEMES OF CURRENT INTEREST

Arrangement is alphabetical by theme

eg
Adolescence
Legal (including political) socialisation
Role of black colleges in US
Status and achievement in US
Student politics
Wastage in higher education

OVERVIEWS OF THINKING

Arrangement is alphabetical by subject of review

eg
Legal decisions concerning education
Methodology in study of college impact
            in study of parent/child interaction
Race, intelligence and education
Role analysis
Secondary modern school in fiction
Sex differences
Sociology in United Arab Republic
Theories of action

OVERVIEWS OF EDUCATION IN DIFFERENT COUNTRIES

Arrangement is alphabetical by country

eg
China
Cuba
West Germany

Further categories of overviews might later be added on the basis of searchers' suggestions.

Individual sections of scheme:

VARIABLES

Proposed content of index

Scope of index Concepts as stated for operational purposes.

Range of documents covered

Investigations employing a specified sample. Such investigations are defined to include studies which involve the analysis of secondary data, providing the basis on which the data were generated is known. For example, variables employed in studies based on census data, are included, except in cases where such data are used for illustrative purposes only. Studies drawing on documentary sources of a varied and unofficial nature are excluded from this index.

Range of thinking covered

This index is concerned with the operational level of investigation. We define the operational level of investigation as referring to statements of theories and models in terms of specific situations to be investigated. We are distinguishing such statements from (1) theories and models stated in such a way as to apply to a range of social contexts, (2) actual measures employed in investigating specific situations.

We recognise the artificiality of these distinctions. To take account of it, the variables index has been designed to overlap with both the theories and models and the samples indexes. Models in the sense of dichotomies and typologies, which are used as a frame for the collection of data, are indexed in the variables as well as in the theories and models index. Variables such as race, social class etc, which define sampling frames, are indexed in both variables and samples indexes.

Development of proposed structure

VARIABLES DEFINING INDIVIDUALS

Notes: We have made no attempt to distinguish between individual background and experience. We do, however, make a distinction between these variables, which impute a property to the individual, and notions which posit an objective relationship between the individual and the social environment. The latter are to be indexed in the section of variables defining social situations.

Throughout the index, the 'general' subheading is intended for use in several situations: (1) detail not clear; (2) detail not specified; (3) specific elements so numerous as effectively to sum to the whole.

SOCIAL BACKGROUND CHARACTERISTICS

Sociodemographic characteristics

- General
- Age
- Birth order
- Geographical mobility
- Language
- Marital status
- Race/nationality/ ethnic origin (excluding religion)
- Religion
- Residence
- Season of birth
- Sex

Socioeconomic background and characteristics

- General
- Social class background and position

It has been suggested that items under social class should be grouped into: (1) origin, (2) previous experience, (3) current position.

The following are singletons in material studied to date, which would not appropriately be subsumed under social class:

- Cultural assimilation
- Disadvantagement
- (Mother's) Employment situation
- Fatherless status
- Financial position
- (Married women's) Participation in work

Educational background and characteristics

- General

VARIABLES DEFINING INDIVIDUALS

Educational background and characteristics cont'd

- Course/ departmental affiliation (past and present)
- Educational qualifications
- Informal educational experiences (eg mass media exposure)
- Mode of instruction received
- Position in educational structure (formal and informal)
- Type of educational institution attended

Occupational background and characteristics

- General
- Specific occupational experiences
- Information sources in choice of occupation
- Location of employment
- Status and prestige
- Type of post (including level taught, or for which preparing to teach)

The following are singletons in material studied to date:

- Expertise
- Occupational mobility
- Tenure status

Political background and characteristics

- Political affiliation (including party preference)
- Union membership

Interests and memberships

This section refers to individual affiliations. Notions of participation in, and identification with, a social structure are located with variables defining social situations.

- General
- Political organisations
- School organisations
- Voluntary organisations

PHYSICAL, DEVELOPMENTAL AND BEHAVIOURAL CHARACTERISTICS

The substructure in sections under this heading seeks to take account of two kinds of thinking: definitions in terms of content/ context or role.

Physical characteristics

There is only one item under this heading to date.

- Zygosity

PHYSICAL, DEVELOPMENTAL AND BEHAVIOURAL CHARACTERISTICS cont'd

Individual developmental characteristics

By content

General
Cognitive
Linguistic
Moral
Motor
Social

By context/role

Political

Behaviours

Those who reject a distinction between behaviours and predispositions will find notions which for them are related under social psychological characteristics in the next main section. When in doubt of an author's position in this matter, we propose to index a variable as behaviour.

By content

General

The rest of these variables in material studied to date are singletons:

Asocial
Competitive (guessing/hiding)
Conforming
Curious
Obedient

Dichotomies and typologies would also be indexed here, eg unresponsive/ dependent-compliant/ thoughtful-persistent/offensive-combative /other

By context/role

Linguistic
Political
Teaching

Knowledge

In the material studied to date, all the items concern knowledge in terms of the social context to which it refers.

By context/role

Occupations
Politics
Sex
Social class

Performances and capacities

This section relates to variables referred to by terms such as the following: ability, achievement, aptitude, attainment, competence, exam results, IQ, intelligence, performance, potential, progress, qualifications, status, success/failure. Definitions associated with these terms appear to vary and overlap in complex ways. If we were to select an arbitrary set of definitions, and attempt to translate authors' variables accordingly, we would run the risk of considerable distortion. We propose instead to index these variables in terms of three broad underlying notions (abilities, achievements and potential).

By content

General
Abilities (including intelligence)
Achievements
Potential

By context/role (achievements only)

Educational
Occupational

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

This section brings together variables which in some sense posit a subjective relationship between the individual and the social world. We recognise that some reject distinctions amongst say attitudes, values and personality. They will need to view items as a single set without reference to the categories we have constructed. Similarly, others may wish to relate this set of ideas to ideas located under 'behaviours' in the previous section, on grounds that behaviour is not distinct from notions such as attitudes, viewed as predispositions. Variables defining participation or interaction with the social environment, located in a later section, are also related.

A substructure has been created in certain categories involving a distinction between definitions in terms of content/context or role.

Personality

Variables under this heading may be loosely described as characterising generalised behavioural styles, as these are manifested in social behaviour.

We simply list these variables.

General
Alienation and anomie
Emotional adjustment

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

Personality cont'd

Feelings of competence
Intolerance/openmindedness
Motivation (in sense of an individual state that is activity-arousing)
Satisfaction
Self concept and self esteem

The following are singletons in material studied to date:

Affect
Aggression
Authoritarianism
Cognitive style
Curiosity
Desire for independence
Dogmatism
Feelings of group embeddedness
Intrinsic/extrinsic reward motivation
Locus of control
Neuroticism
Other directedness
Sociality

Orientations, beliefs and values

Variables under this heading are defined as focussing on relatively stable relationships between individuals' thoughts or actions and aspects of the social world.

By content

Ascription/achievement
Home and family/ wider interests
Modern/traditional
(Primary) Work/materialism
Self direction/conformity
Vocational/academic

By context/role

General
Education
Moral issues
Opportunity structure
Politics
Religion
Work

Attitudes

Variables under this heading are defined, like those under 'orientations', as focussing on a relationship between individuals' thoughts and actions and aspects of the social world, but stability is not assumed.

By content

Libertarianism
Radicalism
(Relative worth of) Authority of rank/expertise

Attitudes

By content cont'd

Traditional/(progressive)
Unocommitted/integrationist/nationalist/pluralist

By context/role

General
Education
Housing
Occupations
Opportunity structure
Politics and state
Race
Social change
Social class
Social issues
Women working

Aspirations, intentions and expectations

Variables under this heading are distinguished from those in all the other categories of social psychological characteristics by looking to the future.

A 'content' subset might later be created, as in other categories, but is not required for documents studied to date.

We index definitions by context and by role separately.

By context

General
Education
Occupation
Social mobility

By role

Parents for child
Peers for peer
Significant others for ego
Teacher for pupil

Perceptions and ratings

The significant feature of variables under this heading, by contrast with those in all the other social psychological sections, is that the social world element in the relation between the individual and the social is defined in terms of the individual's perceptions of it. We see a contrast with variables in the next section (perspectives and meanings) in that variables describing perceptions of the social world do not necessarily include the notion of imposing meaning.

A 'content' subset might later be created, but is not required for material studied to date.

By context/role

Achievement

VARIABLES DEFINING INDIVIDUALS

Perceptions and ratings

By context/role cont'd

- Aspirations of others
- Disadvantaged
- Educational institutions
- Educational issues
- Effectiveness/relevance of training
- Jobs and careers
- Opportunity structure
- Role requirements
- Social issues
- Teaching methods and materials

Perspectives and meanings

Variables under this heading, like those in the previous section, define the social world element of the relation between the individual and the social in terms of the individual's perceptions of it. By contrast with variables in the previous section, perspectives and meanings are defined as including the notion of imposing meaning.

By content

- Symbolic universes

By context/role

- Language codes
- Misconduct in the classroom
- Self
- Work and occupations

TEST SITUATION VARIABLES

These are variables featuring in studies of an experimental nature.

Task variables

Other situational variables

VARIABLES DEFINING SOCIAL SITUATIONS

The variables under this heading define social situations in that, as a minimum, they assume a two-person situation. The structure of this section reflects a distinction between person-defined and nonpersonalised views of social situations.

SOCIAL RELATIONSHIPS (person-defined view of social situations)

We propose to distinguish between participation and two-way interaction on one hand, and one-way influence (personal or situational) on the other.

VARIABLES DEFINING SOCIAL SITUATIONS

SOCIAL RELATIONSHIPS (person-defined view of social situations) cont'd

Participation and reciprocal (two-way) relationships

Interpersonal level

- General
- Community
- Educational settings
- Family
- Peers
- Voluntary organisations
- Work settings

Inter-unit level

'Influence' (one-way) relationships

Personal influence (reciprocal role indicated where ambiguous)

- General
- Employer
- Family
- Headteacher (on pupil)
- Older pupil (on younger pupil)
- Peer
- Priest

Situational influence

- General
- Community
- Educational opportunity structure
- Home
- Job opportunity structure
- School and college
- Social events

SOCIAL STRUCTURE/PROCESS (nonpersonalised view of social situations)

The following is a simple list of structure/process variables featuring in material studied to date. There is a considerable proportion of singletons, and it would be premature to make any decisions as to the structuring of this section. A distinction which might be useful is between variables employed in studying social systems in general and those specifically defining characteristics of formal organisations.

- General
- Background variables(eg origin, history)
- Centralisation
- Change and innovation
- Communication
- Complexity
- Expenditure

SOCIAL STRUCTURE/PROCESS (nonpersonalised view of social situations) cont'd

- Formalisation
- Intactness
- Intervention
- Physical features
- Power and authority
- Selection and recruitment
- Size
- Social composition
  - By ability
  - By race/nationality/ethnic origin/ religion
  - By social class
- Socialisation (including curriculum and teaching)
- Specialisation
- Staff ratios

It has been suggested that the notion of 'identification' should also be located here rather than under the heading of participation and reciprocal relationships (the notion of 'self concept' under personality variables is also related).

The following are singletons in material studied to date:

- Administrative control
- Modernisation
- Open/closedness
- Patterns of interaction
  - Commands/reasoning
  - Democratic/authoritarian
  - Elaborative/nonelaborative
  - Husband dominant/ syncratic/ autonomic/wife dominant
- Professional training
- Quality and prestige
- Research opportunities
- Resources
- Reward systems
- Standardisation
- Technology

PROPOSED 'CONTEXTUAL' CLASSIFICATION OF VARIABLES

This would be an additional section, cutting across the preceding individual/social one, and creating clusters of variables relating to particular contexts or roles (eg classroom, teacher variables). Sets defined like this are distributed under too many headings in the previous sections for convenient recall, and we believe that users may sometimes want to think in this way.

There are a number of questions to be considered in defining such clusters. Three possible clusters are sketched, to illustrate possible principles for constructing this part of the scheme: classroom variables, family and kinship variables and, from a different angle, 'political variables'.

CLASSROOM VARIABLES

Social structure/process

Social structural characteristics (excluding social composition)

Social composition

Behaviour in classroom situations

We could include further member variables, such as pupil orientation to lesson, which have a direct bearing on the classroom situation. We would not plan to include pupil variables which could have such a bearing but are not so viewed. Further relevant variables are those arising in formal classroom interaction analyses.

FAMILY AND KINSHIP VARIABLES

Structural aspects

Member/member relations

Further possible subsets, since the family may be defined in ways other than the above, include:

'Home' variables

Individual member variables

We would define membership closely, including eg 'mother' role but not 'married woman' role. A number of parental variables may also be relevant (eg income, employment), although employed as indicators of nonfamilial notions (eg social class).

POLITICAL VARIABLES

Political socialisation

Political action

Political attributes (excluding action)

A distinction between objective/subjective attributes might be made. We could further include 'local-political' variables (eg attitudes to community control). We would not include political variables which are employed to measure some nonpolitical attribute.

Individual sections of scheme:
SAMPLE

Proposed content of index

Scope of index

In identifying samples for the purposes of this index, we define the term 'sample' in the Glaser and Strauss sense of 'theoretical sample'. Our concern is with the characteristics by which samples are defined.

Range of documents covered

Investigations employing a specified sample. Such investigations are defined to include studies which involve the analysis of secondary data, providing the basis on which the data was generated is known. For example, variables employed in studies based on census data are included, except in cases where such data are used for illustrative purposes only. However, variables in studies drawing on documentary sources of a varied and unofficial nature are excluded from this index.

Range of thinking covered

The index is confined to viewing samples in terms of the characteristics by which they are defined for operational purposes. No attempt is being made, at this stage, to index the population to which a given study is generalisable. This index does not deal with the procedures by which a sample is constructed.

Development of proposed structure

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/ DEVELOPMENTAL STAGE

Preeducation stage

This section overlaps with the next (compulsory education) to allow for difference between countries in the age at which compulsory education starts, and also for items to which attendance of school is irrelevant. There would be some double indexing of items.

Throughout this and following sections, the 'general' subheading is intended for use in several situations: (1) detail not clear; (2) detail not specified; (3) specific elements so numerous as effectively to sum to the whole.

The characteristics listed under different headings describe samples in material studied to date. The coverage is thus not complete.

Educational affiliation
(type of institution, by country)

Great Britain
  England and Wales

- General

United States

- General
- Day care centre
- Head Start*
- Kindergarten*
- Montessori school
- Nursery school
- Preschool

*These are not necessarily separate institutions

Chronological age

We propose a tabulated presentation under this heading for two reasons. First, the age ranges studied vary and overlap considerably. Second, we believe that the ability to distinguish studies of a particular age or ages within a range, from those dealing with an age range as such, may be important.

We exemplify such a presentation in the next column on this page.

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/
DEVELOPMENTAL STAGE
Preeducation stage

Chronological age cont'd

No of study	Age						
	0	1	2	3	4	5	6
020			x	x	x	x	
089	x						
090		x	x	x			
127				x	x	x	
128				x	x	x	
131					x		
etc							

Compulsory education stage

This section overlaps the previous one (preeducation) to allow for differences between countries in the age at which compulsory education starts, and also for items to which attendance of school is irrelevant. There would be some double indexing of items also in relation to the following posteducation stage section.

Educational affiliation
(type of institution and grade, by country)

We would expect to have, under each country, two subsets (for institution and grade). In the material studied so far, grade is appropriate only for the United States.

Australia

- Primary school

Canada

- General

Great Britain
  England and Wales

- General
- Infant school
- Junior school
- Secondary school
  - General
  - Comprehensive
  - Grammar
  - Modern

Scotland see next page

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/ DEVELOPMENTAL STAGE

Compulsory education stage

Educational affiliation
(type of institution and grade, by country)

Great Britain cont'd
Scotland

Junior

We would include here under compulsory education, as well as under postcompulsory education stage, items dealing with the sixth form.

Hong Kong

Secondary school

Israel

Secondary school

Mexico

High school

New Zealand

Comprehensive school

Puerto Rico

High school

United States
(type of institution)

General
Elementary school
Catholic high school
Community school
Comprehensive school
(Public) High school

United States
(grade)

No. of study	Grade					
	1	2	3	....	11	12
og 014	x	x		....		
021				....		
093			x	....		
146				....	x	x
etc						

Chronological age

We propose a tabulated presentation under this heading comparable to that in the sister section under precompulsory education stage. We believe indexing by age to have a value here also. Age-defined samples may be of interest, and are not readily identified from indexing either by institution or grade. Both these types of labels vary in meaning from country to country. On the other hand, were all items to be translated into age, access for those interested in educationally defined samples would be unduly complicated.

SAMPLES OF INDIVIDUALS

Compulsory education stage

Chronological age cont'd

No. of study	Age					
	4	5	....	16	17	18
og 003			....	x	x	x
022			....			
038			....	x		
065			....	x	x	
068			....			
etc						

Other ways of defining samples of individuals at the compulsory education stage

Samples at the compulsory education stage may also be defined in terms of affiliation to an educational institution described by its social characteristics. In principle, this mode of characterisation cuts across the administrative boundaries we have taken to define educational/developmental stage. In practice, it seems to be relevant almost exclusively to samples at the compulsory education stage. Provisionally, therefore, we propose it only under this heading.

Educational affiliation
(social characteristics of institution)

Nature of community in which located

Defined by social class
Urban/rural

Nature of community taken to be represented

Ethnolinguistic

Social composition of institution

By race
By sex
By social class
Streamed/unstreamed

For further note, please see next page.

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE

Compulsory education stage

Other ways of defining samples of individuals at the compulsory education stage cont'd

The characteristics of institutions mentioned on the previous page parallel, to some extent, later headings describing individual social characteristics, but they cannot be assumed to describe individuals.

A number of items refer to samples drawn from individuals or schools in a restricted locality (eg one city), but these would not automatically be indexed here (eg urban school). They would be indexed here only when the 'urbanness' rather than the 'restrictedness' of the frame is the point at issue.

Postcompulsory education stage

This section is confined to those individuals past the age of compulsory education who are receiving formal education. Samples drawn from this category but not in formal education are indexed in terms of social characteristics in the next section.

Educational affiliation
(type of institution, by country)

Australia

University

Brazil

General

Great Britain

General

England and Wales

General
Sixth form*
College of education
Polytechnic
Technical college
University

Scotland

University

*Some items under the 'Great Britain' heading in the compulsory education section may not specify age range, and may refer to sixth formers.

Israel

University

Puerto Rico

University

SAMPLES OF INDIVIDUALS

Postcompulsory education stage

Educational affiliation
(type of institution, by country) cont'd

United States

General
University

It is rare that samples of post-education stage subjects are defined by age. We do not therefore plan to offer here a categorisation by age comparable to that in previous sections. If it later proved desirable, it could readily be built in.

Additional characteristics of posteducation stage students which could be indexed include course followed (eg psychology students, sandwich course students), and year or stage of studies (eg graduate students).

DEFINED BY SOCIAL CHARACTERISTICS

We propose to index here social characteristics of all samples of individuals whether in formal education or not. Some of the headings parallel those in the previous educational/developmental stage section, which refer to social characteristics of the social units from which samples are drawn. We believe it would be unhelpful to merge the headings as a single set, because it would confound two different ways of defining samples.

It is not proposed to group these characteristics in any way. We simply list them alphabetically.

Community membership

Educational background

Graduate

We are keeping this heading separate from the 'social class' one since, although the interest is often in social class, this is not always the case.

Family membership

Family/household head
Parent
  General
  Father
  Mother

Where parents comprise the sample but the basis of sampling is categories of their young (eg same sex twins), we propose to index both parent and child attributes.

SAMPLES OF INDIVIDUALS

DEFINED BY SOCIAL CHARACTERISTICS
cont'd

Income

Low income bracket

We are keeping this heading separate from the 'social class' one since, although the interest is often in social class, this is not always the case.

Marital status

General
Married women

Occupation

- General
- Education
  - School
    - Head
    - Head of department
    - Teacher (including assistant)
  - Institution of higher education
    - Academic staff

Study of further material may suggest subdividing these items either by level/type of institution, or country, or both. There are, however, a number of cases where the former is not clear. Further categorisations could also be developed. Characteristics of schoolteachers noted in material studied to date, which may be of interest, include engagement in inservice training, nature of area in which teaching. Others (eg whether married) may be identified by crosstabulating this heading with some other (eg marital status). In the case of staff of institutions of higher education, a distinction between samples selected on the basis of teaching/research /administrative duties might be helpful.

Other specific occupations might be indexed under broad headings or as a single set.

We would wish to keep categories under this heading distinct from the 'social class' category since, although the interest is often in social class, this is not always the case.

Political affiliation and activity

No proposal as to the structure of this category can be made on the basis of items studied so far.

SAMPLES OF INDIVIDUALS

DEFINED BY SOCIAL CHARACTERISTICS
cont'd

Race/ethnicity/nationality

- Black/coloured/negro/ Afro-American
- Indian
- Japanese American
- Latin American
- Mexican American
- Pakistani
- West Indian

We do not propose to index Caucasian or Anglo as contrasted with negro samples.

Religio-ethnic categories might be indexed here or a separate heading might be required. A further possible heading is one for ethnolinguistic characteristics, to take account of samples such as one comprising Anglophones and Francophones.

Residence

Area of residence is characterised in a variety of ways. No overall pattern is clear as yet. Provisionally, we simply list the modes of categorisation employed in material studied to date.

- By race
  - Mexican American
- By social class
- ←(Modern)/Traditional
- ←Urban/rural

Sex

As a two-way split, this heading is likely to produce very large sets. We assume that this does not mean that we should exclude it. However, we recognise that the heading will probably be most useful in crosstabulation with others.

Social class

We feel able to offer only a very rough grouping under this heading, because definitions differ widely and in incompatible ways. The headings 'educational background', 'income' and 'occupation' may also be relevant. We would not wish to subsume these headings under social class, however, since although the interest is often in social class, this is not always the case.

- Lower class/working class/ blue collar
- Middle class/white collar
- Upper class/elite

SAMPLES OF INDIVIDUALS

DEFINED BY SOCIAL CHARACTERISTICS cont'd

Other definitions of social position

The following are singletons in the material studied to date:

- Able but unqualified
- Fatherless
- Immigrant
- Legitimacy
- Person identified as significant other

SAMPLES OF SOCIAL UNITS

We believe it may be helpful to index samples of individuals and samples of larger social units separately. We simply list here the units represented in material studied so far. We would expect to index characteristics of these units as distinct from, but in parallel with, characteristics of individuals.

Dyads

- Child/child
- Husband/wife
- Parent/child
  - Mother/child

Larger social units

- Educational
  - School district
  - School
  - University department
- Family
- Other
  - Business organisations
  - Church
  - Welfare organisations

Individual sections of scheme:
GEOGRAPHICAL LOCATION OF INVESTIGATION

Proposed content of index

Scope of index

Geographical location of investigation is defined as 'country'. (It would be possible additionally to include names of regions, conurbations, etc.)

Range of documents covered

Investigations employing a specified sample. Such investigations are defined to include studies which involve the analysis of secondary data, providing the basis on which the data was generated is known. For example, variables employed in studies based on census data are included, except in cases where such data are used for illustrative purposes only. However, variables in studies drawing on documentary sources of a varied and unofficial nature are excluded from this index.

Range of thinking covered

Geographical location is taken to refer strictly to the setting of an investigation. In this sense, it does not necessarily say anything about the subject matter of an investigation.

Arrangement of material

Alphabetical by country

Sample page of index

Note: * Country inferred from internal evidence but not explicitly stated by author.

AUSTRALIA

022 133 139 201

BRAZIL

240

CANADA

015 032 122 187 251

CHILE

207

ENGLAND - See GREAT BRITAIN: ENGLAND

GERMANY

003 084

GREAT BRITAIN

003 084 087 106 142

ENGLAND

009* 010 043 044 045 053 054
056* 061 062 064 065 068 070
101 107 113 119 127 129 157
163 181 186 190 196 198* 210
211 214 218 220 222 234 235
245 255 263 264 265 266 277
280 283

SCOTLAND

069 192* 277

WALES

044 080* 129

HONG KONG

042 183

ISRAEL

006 202

MEXICO

262

NETHERLANDS

153

NEW ZEALAND

110

NIGERIA

007

PARAGUAY

254

PUERTO RICO

158 262

SCOTLAND - See GREAT BRITAIN: SCOTLAND

SOUTH AFRICA

008

UNITED STATES

003 004 005 012 014 016 017
020 021 024 025 033 034 038
041 055 059 063 071 072 074
078 082 084 089 090* 094 096
097 098 102 103 109 120 121
128 130 131 133 135 137 138
143 145 146 149 150 152 155
174 177 180 182 185 189 193
195 205 206 209 212 215 219
223 226 229 230 231 232 238
239 240 246 247 248 250 253
261 262 267 272 274 278 281
282 285

WALES - See GREAT BRITAIN: WALES

APPENDIX A

Sample bibliography, indexed by our scheme

SAMPLE BIBLIOGRAPHY

Items contained in this sample bibliography were all published in 1971. They are arranged in author order and serially numbered so that descriptions of items located by means of our retrieval scheme (where items are identified by serial number) may readily be traced in the bibliography.*

The journals from which items have been drawn are:

American Journal of Sociology
American Sociological Review
British Journal of Educational Psychology
British Journal of Educational Studies
British Journal of Sociology
Child Development
Comparative Education
Daedalus
Educational Research
Education and Urban Society
Harvard Educational Review
Journal of Social Issues
New Society
School Review
Sociological Review
Sociology
Sociology of Education
Trends in Education
Universities Quarterly

We are extremely grateful to the many authors who have checked our summary of their work for accuracy. This has been of immense value not only in the case of the present items but in terms of suggestions for future practice. Two suggestions for serious consideration are: inclusion of more methodological information, and brief indication of findings.

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* We recognise that this procedure can be cumbersome for an ongoing service. Reference by author and date (as in citations in text) might be more practicable, as well as conveying more meaning, in an operational situation.

Note:

In reading descriptions of items, it may be helpful initially to ignore information in brackets, and then return to study the detail in context. Such information is normally either definitional or else sketches major points in treatments of arguments of themes. It should not be allowed to impede understanding of the overall structure of ideas in a document although, once this is clear, the information may be essential to an understanding of the meaning of those ideas.

Our present typographical resources do not allow us to help the reader as much as we would like. In an eventual printed publication, however, it will be possible physically to give prominance to overall structure so as to focus attention on it at the start. The two following examples give some idea of the effect which readers should imagine in looking at the actual descriptions in the present sample bibliography.

Boyle, Edward Perspective on graduate unemployment. *Universities Quarterly*, 1971, 26(1), 6-10.

Critique of view held by 'long-term pessimists' that employers' demand for graduates will diminish in future (*grounds that it is based on present situation and fails to recognise both complex nature of interaction between educational expansion and changes in employment structure, such that historically there has been no neat match, and that the employment situation is not static*); also discussion of view that honours courses at English universities do not fit graduates to available employment opportunities (*qualities of wide outlook, and independent analytic mind are fostered by such specialist courses, and they stand in good repute with employers, although probable increase in demand for graduates for general management may be expected to influence course provision*); implications for policy in context of present problems concerning graduate employment.

Boyle, Edward Perspective on graduate unemployment. **Universities Quarterly,** 1971, 26(1), 6-10.

Critique of view held by 'long-term pessimists' that employers' demand for graduates will diminish in future (**grounds that it is based on present situation and fails to recognise both complex nature of interaction between educational expansion and changes in employment structure, such that historically there has been no neat match, and that the employment situation is not static**); also discussion of view that honours courses at English universities do not fit graduates to available employment opportunities (**qualities of wide outlook, and independent analytic mind are fostered by such specialist courses, and they stand in good repute with employers, although probably increase in demand for graduates for general management may be expected to influence course provision**); implications for policy in context of present problems concerning graduate employment.

001 Acland, Henry   Does parent involvement matter? New Society, 1971, 468, 507-510.

Critique of research used to support policies which increase parental involvement in education, from viewpoint of determining more effective way of improving achievement than Plowden EPA policy (weaknesses revealed by reanalysis of Plowden data), with consideration of American experience; recommendation that parental involvement might work, but needs to be on a larger scale than envisaged by the Plowden Committee.

002 Acland, Henry   What is a 'bad' school? New Society, 1971, 467, 450-453.

Critique of preconceptions underlying policy (educational priority areas) for compensatory education in England, drawing on findings from reanalysis of data collected for Plowden Committee, and other research (scheme should identify disadvantaged individuals rather than schools); leading to discussion of likely effect of alterations made in EPA schools on children's performance, and of alternative ways of spending compensatory money.

003 Adelson, Joseph   The political imagination of the young adolescent. Daedalus, 1971, 100(4), 1013-1050.

Analysis of development of political thought in adolescence as primarily an age-related transition, in terms of differences according to age, social class, sex, intelligence and nationality in character of political thought, distinguishing three aspects of change (1. change in cognitive mode as adolescent achieves skill of abstract thinking, extension of time perspective, extended repertoire of motivational and psychological categories and hypothetico-deductive capacity in reasoning; 2. change from authoritarian views to critical and pragmatic stance; 3. achievement of capacity for ideology both in terms of cognition, as mastery of principles and facts interacts with skills of formal operations, and also political cathexis, with consideration of degree of idealism); also characterisation of national styles in adolescent political thought (themes emphasised concerning the appropriate social order). Source of data - Sample of c450 adolescents (ages 11-18), including c50 youngsters studied longitudinally, from Great Britain, Germany and US.

Adelson, Joseph   Jt. author   See 084

004 Aiken, Michael and Hage, Jerald   The organic organisation and innovation. Sociology, 1971, 5(1), 63-82.

Presentation of modified version of Burns and Stalker's model of the organic organisation, stressing its greater relevance than their mechanistic model for the study of innovation; basic for investigation of relation between organisational characteristics (degree of complexity, centralisation, formalisation of rules, professional training and activity, intensity of scheduled and unscheduled communication between departments, availability of resources, size, interdependence with other organisations, history of innovation) and innovation; implications for understanding technological gap between Europe and US. Source of data - Sample of 16 health and welfare organisations in US.

Aiken, Michael Jt. author See 102

Aiken, Michael T. Jt. author See 059

Ainsworth, Mary D. Salter Jt. author See 250

005 Almy, Timothy A. and Hahn, Harlan Perceptions of educational conflict: the teacher strike controversy in Detroit. Education and Urban Society, 1971, 3(4), 440-452.

Investigation of changing bases of public support for educators in regard to policies aimed at redistribution of educational resources, as these are influenced by attitudes formed as result of actions affecting interests of particular groups in community, in terms of relation between attitudes (at time of a teacher strike) to issues in urban education (including integration, bussing and, in more detail, teacher strikes) and characteristics associated with different segments of community (race, social class and union membership); also investigation of emerging coalitions of school support, in terms of relation between perceptions of educational conflict and persistent cleavages of opinion on a range of city issues; implications concerning some problems to which school leaders should devote attention in order to sustain their policies and programmes. Source of data - Sample of 406 adult residents in one city in US.

Alutto, Joseph A. Jt. author See 017

006 Amir, Yehuda and Krausz, Moshe Satisfaction in an academic setting. Educational Research, 1971, 13(2), 141-145.

Investigation of relative importance of different sources of satisfaction in an academic context among students of different academic years and with different personal backgrounds, with consideration of the atypical nature of students in Israel. Source of data - Sample of 262 psychology students (graduate and undergraduate) at one university in Israel.

Arbib, P. S. Jt. author See 139

007 Armer, Michael and Youtz, Robert Formal education and individual modernity in an African society. *American Journal of Sociology*, 1971, 76(4), 604-626.

Statement of proposition that men's environment, as expressed in institutional patterns, shapes their experience, and hence their perceptions, attitudes and values, in standardised ways despite influence of traditional cultural patterns, as basis for argument that formal Western education has a modernising influence on perspectives in traditional societies in Africa and elsewhere; tested in investigation of relation between level of education and modern value orientation (Western values), with consideration of differences according to personal and social background characteristics of youth (ethnic affiliation, socioeconomic status, intelligence), selectivity processes and alternative modernising influences (urban experience, factory experience, mass media exposure, voluntary association membership, 'modern' home environment), relative vulnerability of specific value orientations to educational influence, and relative effect of Western curriculum/social structural aspects of formal education systems. Source of data - Sample of 591 young men from one city of traditional character in Nigeria.

008 Ashley, M.J. The education of white elites in South Africa. *Comparative Education*, 1971, 7(1), 32-45.

Investigation of characteristics of white South African elite, in terms of type of school (Afrikaans or parallel medium: by province; English boys' government; English coeducational government; English private: by denomination; United Kingdom and other foreign) and type of university (Afrikaans, English, parallel medium) attended by incumbents of top positions in all sections of South African society, with consideration of features of specific schools and universities at which ± twenty holders of top positions were educated, and of situation in other countries; implications for elitism of educational institutions in South Africa. Source of data - Sample of 1723 holders of elite positions (1056 interviewed, data on 667 others from 'Who's Who of Southern Africa') in South Africa.

009 Askham, Janet Doing a degree at a technical college. 1. Who does and why? *Educational Research*, 1971, 13(2), 151-154.

Investigation of motivation to apply for degree course at technical college (reasons as reported by applicants), with consideration of adequacy of sources of information available to applicants (formal schemes and personal sources) and time of receiving information; also investigation of characteristics of applicants (age, sex, social class, type of schooling, number and grades of A levels) of technical college as compared with university applicants; implications for technical college policy. Source of data - Samples of 544 students who in 1966 used ACE scheme, 220 who used official LEAclearing house scheme and 257 students who had just completed first year of degree course at technical college in [? England].

010 Askham, Janet Doing a degree at a technical college. 2. Attitudes of students. Educational Research, 1971, 13(3), 226-229.

Argument that students on degree courses at technical college, who applied to university and were rejected, will have negative attitude to technical college; tested in investigation of attitudes to technical college as compared with university among technical college degree students, with consideration of course taken (arts and social science/science; full time/ sandwich), and of change in attitudes during course. Source of data - Sample of 387 students in first term and 257 students who had just completed first year in technical colleges in England.

Atkinson, Sonia M.	Jt. author	See 022
Austrin, Harvey R.	Jt. author	See 038
Bagur, J. Susana	Jt. author	See 131

011 Bakan, David Adolescence in America: from idea to social fact. Daedalus, 1971, 100(4), 979-995.

Position that adolescence is a technical term which became converted into social reality largely as a response to social change in US in latter 19th century/early 20th century (represents prolongation of childhood so as to fulfil social aims embodied in legislation concerning compulsory education, child labour and in introduction of special legal procedures for juveniles); leading to argument that such movements, despite humanitarian motives, had effect of increasing power of state rather than protecting rights of young people and their parents, and that stress laid by psychologists on adolescents as being psychologically pathological tended to justify this process; leading to discussion of declining credibility of social 'promise' that acceptance of disabilities of adolescence will be rewarded by success in adulthood (predicts move by young people and their parents to dissolve social fact of adolescence).

012 Baldwin, Thelma L., McFarlane, Paul T. and Garvey, Catherine J. Children's communication accuracy related to race and socioeconomic status. Child Development, 1971, 42(2), 345-357.

Investigation of language differences as factors in academic achievement of socially disadvantaged children, in terms of relation between use of language to exchange task-relevant information (accuracy, efficiency and communication of critical attributes) and race, social class and sex, taking account of IQ. Source of data - Sample of 48 child pairs (fifth grade white/negro children of low/middle SES - 6 dyads of girls and 6 of boys in each race/class category) from 4 neighbourhood schools in US.

013 Bandyopadhyay, Pradeep One sociology or many: some issues in radical sociology. Sociological Review, 1971, 19(1), 5-29.

Critique of methodological and epistemological themes of contemporary radical sociology, with special reference to its positions of non-objectivism, relativism and its rejection of causal determinism; implication that adoption of such positions means denying possibility of planned social change; leading to recommendation that investigation of range of problems on which radical sociology focusses (explication of individual acts) would be better served by a development of Marxist analysis.

014 Bartel, Nettie R. Locus of control and achievement in middle- and lower-class children. Child Development, 1971, 42(4), 1099-1107.

Argument that one mechanism through which schools serve a social control function for a society is the differential cultivation of locus of control, and related beliefs about ones effectiveness in coping with the world, among lower as compared with middle class children; tested in investigation of relation between social class and beliefs about ability to control environment when child first enters school and periodically thereafter, taking account of IQ; also investigation of relationship between locus of control and school achievement; leading to discussion of possible explanation for finding (that school experience brings about a widening gap between the social classes in beliefs about locus of control) in terms that aspects of school situation negate the working class child's belief that he can control his environment, and thus he is unable to integrate his beliefs into effective strategies for dealing with school tasks. Source of data - Sample of 431 pupils (first, second, fourth and sixth grade) from 64 classes in one community school system in US.

015 Beattie, C. and Spencer, B. G. Career attainment in Canadian bureaucracies: unscrambling the effects of age, seniority, education, and ethnolinguistic factors on salary. American Journal of Sociology, 1971, 77(3), 472-490.

Investigation of career attainment in bureaucratic organisations, in terms of relation of salary with age, seniority, expertise (educational level) and ethnolinguistic factors (identification with major/minor ethnic group in society, with consideration of status of dominant group in organisation, and unilingualism/bilingualism). Source of data - Sample of 168 Anglophones and 128 Francophones of officer status and at midcareer in 5 federal government departments in Canada.

016 Beckwith, Leila Relationships between attributes of mothers and their infants' IQ scores. Child Development, 1971, 42(4), 1083-1097.

Investigation of ways in which genetic and environmental factors influence intellectual success, in terms of relations amongst maternal attitudes, mother/child interaction, infant's experience outside home, and individual differences in IQ and motor development, amongst infants adopted into middle/class homes, with consideration of sex of child and socioeconomic status of adoptive and natural mothers. Source of data - Sample of 24 mother/infant pairs (infants' ages 7.2m-11.3m) in US.

017 Belasco, James A., Alutto, Joseph A. and Glassman, Alan A case study of community and teacher expectations concerning the authority structure of school systems. Education and Urban Society, 1971, 4(1), 85-97.

Theory that schools are open social systems which interact with and depend upon certain environmental groups to function effectively (unless school system meets the expectations of resource supplying environmental groups it will not continue to receive the inputs necessary for its survival); basis for investigation of congruence between perceptions (concerning the current decision making practices in the school system as these relate to economic, administrative and educational issues), and also expectations on these issues, as between the community and the professional teaching staff; implications for possible emergence, in other areas, of conflict similar to that in New York City school system in 1968. Source of data - Sample of 321 members of community and 325 teaching staff from one upstate city school district in US.

018 Bell, Colin A sociological portrait: marriage. New Society, 1971, 476, 932-935.

Presentation of survey and census data on marriage in Britain; background to analysis of meaning of marriage (married status valued in terms of own or others' personal competence, maturity and normality), and discussion of consequences, for the individual, of loss of marriage by death, divorce or separation, in relation to other factors (income, age, sex).

019 Benn, Caroline School style and staying on. New Society, 1971, 456, 1084-1087.

Discussion of phenomenon of staying on at school beyond compulsory leaving age, in context of comprehensive reorganisation and raising of school leaving age; leading to discussion of factors affecting proportion of children staying on, distinguishing between external factors (region, socially mixed v homogeneous neighbourhood, single v mixed sex school, comprehensive v maintained schools, size of school and range of choice of subjects available in school) and internal factors (streamed v unstreamed classes, open v closed sixth forms, and freedom of choice of subjects), and suggesting that beliefs about the pool of ability will have a major influence on policies concerning provision of sixth form places.

Berger, Stephen E.	Jt. author	See 128
Bergman, Ronald L.	Jt. author	See 128

020 Berk, Laura E. Effects of variations in the nursery school setting on environmental constraints and children's modes of adaptation. Child Development, 1971, 42(3), 839-869.

Critique of various approaches to study of frustration in childhood (failure to distinguish between the frustrating event itself and the response to it, and to recognise that such a result need not produce negatively toned responses); basis for investigation of influence of environmental characteristics of school (structured: preplanned and scheduled activities v unstructured: no formal curriculum; differences in size and spatial characteristics of classroom, and in teacher/pupil ratio) on incidence of actions or constraints by environment on child (conflict environmental force units), responses of child, and on relation between type of conflict environmental force unit (desire v desire - child/child conflict, desire v teacher expectation, desire v clutter crowds, desire v institutional restriction, desire v inability, desire v teacher outlook, desire v environmental limitations and other) and mode of adaption of child (unresponsive, dependent-compliant, thoughtful-persistent, offensive-combative and other), with consideration of age, sex, and socioeconomic status of child. Source of data - Sample of 72 children (ages 2-5) from 4 nursery schools (2 middle class schools - Montessori and University Nursery School, and 2 lower class Head Start Program schools) in US.

021 Bernstein, Martin E. and di Vesta, Francis J. The formation and reversal of an attitude as functions of assumed self-concept, race, and socioeconomic class. Child Development, 1971, 42(5), 1417-1431.

Theory, extending Rhine's paradigm of attitude formation to children's learning of racial attitudes and to attitude change (self concepts are abstractions from personal experiences, evaluations of others and other communications, and attitudes in a new situation will be correspondingly positive or negative where the new situation is conceptually similar to the old, with responses in the new situation being influenced by the saliency of relevant attributes of the new situation, by strength of existing attitudes or self concept, and by polarisation of connotative meaning associated with attitude object), with consideration of extent to which prejudice is linked to race or socioeconomic class of perceiver; tested in investigation, in laboratory situation, of relation between learner's race, kind of concept formed (positive v negative evaluations) polarisations (positive v negative affect) of words employed as descriptions of the attitude object and stimulus materials (line drawing of both black and white boy) in both an attitude formation task and an attitude reversal task; also investigation of relation between learner's social class, kind of concept formed, and nature of stimulus materials in both tasks; implications for further research. Source of data - Sample of 112 negro and white boys (fifth and sixth grade) from 4 lower SES schools and 28 white boys (fifth and sixth grade) from one upper/middle class school in one community in US.

022 Biggs, J.B., Fitzgerald, D. and Atkinson, Sonia M. Convergent and divergent abilities in children and teachers' ratings of competence and certain classroom behaviours. British Journal of Educational Psychology, 1971, 41(3), 277-286.

Discussion of evidence for commonly held belief that teachers find highly divergent children undesirable as pupils despite known high achievement of such pupils (suggests that teachers are typically unable to perceive such pupils realistically, yet achievement is known to contribute to halo effect in desirability type ratings); background to investigation of relations amongst divergent/convergent ability scores, pupil sex, teachers' global ratings of aspects of academic competence (mechanical v conceptual child) and relative occurrence of certain classroom behaviours; implications for use of teacher ratings for educational purposes and need for research into effect of teacher cognitive style on ratings. Source of data - Sample of 6 teachers rating 107 girls and 67 boys (age 11) from 3 classes in one primary school in Australia.

Birns, Beverly Jt. author See 090

023 Black, Stephen and Sykes, Mary More means worse revisited. Universities Quarterly, 1971, 25(3), 289-325.

Analysis of evidence concerning possible decline in academic standards as result of increases in intake of students into higher education, in context of Amis' 1960 prediction that 'more will mean worse', (admission standards, A level standards, degree grades, IQ levels); leading to discussion of factors bearing on future academic standards (student factors: quality of students now rejected who will come to be admitted relative to those currently admitted, size of pool of ability, quality of women and working class as categories currently underrepresented in higher education in terms of characteristics known to be associated with achievement; resources: facilities, and quality of staff as evidenced by relevant rather than obvious measures; societal factors: rates of return to investment in higher education v alternative investments); implications in terms of need to take a comprehensive view in determining educational policy.

024 Blackburn, Robert T. and Lindquist, John D. Faculty behavior in the legislative process: professional attitudes vs. behavior concerning inclusion of students in academic decision-making. *Sociology of Education*, 1971, 44(4), 398-421.

Investigation of congruence between faculty beliefs (responses to external questionnaire) and faculty actions (voting on a number of occasions, without injection of new information, on proposal for joint student/faculty assembly in own university); leading to analysis of decision making process (decisions changed between meetings), from viewpoint of leadership and the political process. Source of data - Sample of 87 faculty members from one school of education in US.

025 Blaikie, Norman W.H. Towards a theoretical model for the study of occupational choice. *Sociology*, 1971, 5(3), 313-333.

Presentation of action model, following Berger and Luckman, of occupational choice process (occupational goal priorities differ as result of differences in values received through primary socialisation into particular symbolic universes, and may change over time through secondary or resocialisation); tested in investigation of occupational choices (particular occupations, priorities concerning rewards and conditions) of university students, with consideration of changes while at university, restrictions on choice, and relation between goal priorities and symbolic universes inhabited by student. Source of data - Sample of 216 students (third and fourth year Arts students who came straight from school) at one university in US.

026 Blake, Elias Jr. Future leadership roles for predominantly black colleges and universities in American higher education. *Daedalus*, 1971, 100(3), 745-771.

Argument that future educational equity amongst races in US will largely depend on expansion of black colleges, and that their importance should increase, both in light of expansion requirements and as exemplars of approaches that attract and hold black youth; leading to discussion of future of black colleges in terms of development of programmes (should include remedial work as element in intellectually demanding courses rather than requiring students to complete prior remedial courses, should be infused with faculty work in new areas and from relevant perspectives, should create traditions which will command respect and permanence for unique accomplishments of black men), and implications of those principles for different areas of study (aesthetics, social-political institutions, scientific and technical development) and for role of black college in reshaping America (educative impact of knowing that black men are in charge of areas of knowledge will lead to redirection of America towards a multiracial, pluralistic civilisation).

Blowers, Thomas A.	Jt. author	See 122

027 Blum, Alan F. and McHugh, Peter The social ascription of motives. American Sociological Review, 1971, 36(1), 98-109.

Critique of conceptions of motives which regard them as causal antecedent variables, or private 'states' of persons, or (in symbolic interaction terms) as concrete speech acts, stressing that these refer to surface phenomena and mistakenly pose problem of motives as a factual one; leading to presentation of alternative sociological conceptualisation of motives as publicly observable courses of action, which are to be understood in terms of 'deep structure' (motives acquire analytic force as observer's rules of relevance when observer explicates how behaviour is socially intelligible by ascribing a socially available orientation to actor), and analysis of such socially organised conditions which make this process possible (assumptions that 1. both observer and 2. actor know there are rules, 3. there is a grammar providing rules for linking an event with a biography, or collection of experiences associated with an actor which informs observer about possibilities for actor's behaviour, 4. these rules concern the formulation of a person as a type who would do the given event and hence 5, the formulation of a typical course of action, on the assumption that actor is using same rules in displaying his biography in situations and thus revealing his type of person to the observer).

028 Boruch, R.F. Educational research and the confidentiality of data: a case study. Sociology of Education, 1971, 44(1), 59-85.

Analysis of some issues in, and possible solutions to, the problem of confidentiality of research data, drawing on a systems analytic description of total information collection and analysis survey scheme at the American Council on Education Office of Research, with particular reference to data derived from survey questionnaires.

029 Bowles, Samuel Cuban education and the revolutionary ideology. Harvard Educational Review, 1971, 41(4), 472-500.

Discussion of economic and social objectives of revolutionary movement in Cuba since overthrow of Batista in 1959 (to expand forces of production, eliminate dependence on US, create a classless society, and transform work into creative activity), with consideration of role of education in achieving them; leading to description of expansion (extension of education throughout population, including adults) and structural changes in Cuban education (measures to reduce illiteracy, promote contact with the productive life of the country and minimise competition); implications in terms of dilemmas to be resolved (how transmission of values may be combined with transmission of skills).

030 Boyle, Edward Perspective on graduate unemployment. Universities Quarterly, 1971, 26(1), 6-10.

Critique of view held by 'long-term pessimists' that employers' demand for graduates will diminish in future (grounds that it is based on present situation and fails to recognise both complex nature of interaction between educational expansion and changes in employment structure, such that historically there has been no neat match, and that the employment situation is not static); also discussion of view that honours courses at English universities do not fit graduates to available employment opportunities (qualities of wide outlook, and independent analytic mind are fostered by such specialist courses, and they stand in good repute with employers, although probable increase in demand for graduates for general management may be expected to influence course provision); implications for policy in context of present problems concerning graduate employment.

031 Brandon, Ruth The library's public. New Society, 1971, 456, 1092-1093.

Discussion of some research concerning extent of public library use in relation to sex, age, class, education, intelligence and media (magazines and papers read), taking account of type of book borrowed (fiction v nonfiction); implications in terms of extent to which libraries provide books to bookless homes.

032 Braun, Carl and Klassen, Bernard A transformational analysis of oral syntactic structures of children representing varying ethnolinguistic communities. Child Development, 1971, 42(6), 1859-1871.

Investigation of influence of ethnocultural factors in language development of children, in terms of relation of speech patterns and syntactic flexibility (indices of language maturity: length of speech units, number of subordinate clauses, main clause patterns, number of sentence combining transformations; indices of language deficiency: number of language mazes, redundancies and false starts, noun clause direct discourse, number of errors in use of transformations) with ethnolinguistic background (monolingual Anglo-Saxon, bilingual French, bilingual German), with consideration of ability, grade and sex; implications for conceptualisation of bilingualism, for devising language development programmes which take account of wide linguistic differences amongst children, and for further research. Source of data - Sample of 216 children (4 boys and 4 girls from grades 1, 4 and 6) from 9 rural schools representing 3 ethnolinguistic communities (monolingual/Anglo-Saxon/Protestant, bilingual/French/Roman Catholic, bilingual/German/Mennonite) in Canada.

033 Braungart, Richard G. Family status, socialization, and student politics: a multivariate analysis. American Journal of Sociology, 1971, 77(1), 108-130.

Investigation of extent to which family of orientation has influenced campus-based politics in US in 1960s, in terms of relations amongst aspects of family status (social class, ethnicity, parents' religious and political affiliation), socialisation practices (democratic/authoritarian parental decision making, frequency of family political argumentation) and student activism (student political group membership and identification); leading to presentation of a path analytic model explaining relationship between these variables. Source of data - Samples of 109 Young Democrats, 117 Young Republicans, 248 Students for a Democratic Society, 215 Young Americans for Freedom from 11 colleges and universities and national samples of members of latter two groups (with 557 students belonging to no political group as controls) in US.

034 Brewer, John Flow of communication, expert qualifications and organisational authority structures. American Sociological Review, 1971, 36(3), 475-484.

Argument that organisational research case studies and comparative studies can complement one another (case study method can help to predict as yet undiscovered structural relationships and suggest new structural variables to be introduced into comparative work); demonstrated by analysis of strategic cases (predictable deviant cases) of social interaction of superiors and subordinates in business organisations in relation to comparative research by Blau in which inferences were made about hierarchical communication processes; implications for both methodology and theory. Source of data - Sample of 2 business organisations (home office department of an underwriting firm and an electrical construction department of a light and power company) in US.

Bridger, Wagner Jt. author See 090

035 Brimmer, Andrew F. The economic outlook and the future of the negro college. Daedalus, 1971, 100(3), 539-572.

Outline of main contours of US economy in 1980 (predicted effects of trends in gross national product for changes in employment opportunities), and implications for economic position of negroes (growth in population and changes in labour force participation rates expected to improve negroes' educational and economic position); basis for discussion of future of negro colleges in next decade (major factors are new structure of demand for graduates, changing patterns in enrolment, inadequate financial resources).

036 Broadbelt, Samuel The plight of the cities and citizen commitment. Education and Urban Society, 1971, 3(3), 265-276.

Discussion of economic, social and political problems of big cities in United States, with special reference to problems of educational system as contingent on relationship of socioeconomic and political forces; basis for recommendation that a programme of action should foster greater moral commitment to solving city problems, and that strategy be based upon priorities developed according to human needs; implications for broader concept of public education and its part in the resolution of societal problems.

037 Brosan, G.S. Multiple control, foul-up, and wastage in polytechnics. Universities Quarterly, 1971, 25(2), 146-152.

Discussion of problems for policy makers in obtaining appropriate data on wastage in polytechnics (data on other institutions is of limited value; question of meaning of wastage: measurement should take account not only of attrition but also transfer between courses and institutions; determining nature of data required depends on issues in forward planning); leading to argument that transfer among courses is a means of minimising wastage, but polytechnics are inhibited in this respect, despite their uniquely wide range of courses, because of disjunction in academic organisation resulting from control by multiplicity of external bodies who regulate examinations; basis for general policy recommendation (that each polytechnic should put forward a comprehensive development plan, based on a network principle, which would enable students to trace a path through a series of interlinked studies), and for suggestions concerning particular aspects of administration in which action might help to overcome wastage (polytechnics are concerned with vocational interests as well as personal and intellectual development of students, and selection procedures, counselling services and curriculum organisation are relevant in this respect).

Brown, Anne M. Jt. author See 278

038 Buck, Mildred R. and Austrin, Harvey R. Factors related to school achievement in an economically disadvantaged group. Child Development, 1971, 42(6), 1813-1826.

Investigation of interrelations amongst factors (child's feelings of internal/external control over success/failure; classroom behaviour, attitudes, personality and performance as rated by teachers; mother's rating of child's competence in academic and intellectual tasks; maternal attitudes, values and reaction to achievement) believed to differentiate between adequate achievers and underachievers amongst the socioeconomically disadvantaged, with consideration of sex; implications for theory (interpretation of findings in terms of Rotter's social learning theory and discussion of bearing on theories of deviant behaviour). Source of data - Sample of 50 matched pairs of Afro-American students (ages 14-16) from poverty schools in one city in US.

039 Bullock, Henry Allen The black college and the new black awareness. Daedalus, 1971, 100(3), 573-602.

Argument that black colleges are currently experiencing institutional discontinuity (racism creates barrier against actualisation of colleges' aspirations to train students for participation in a WASP dominated culture, and a new force of black awareness has rejected assimilation as an ideal as part of a thrust towards cultural nationalism); leading to position that black colleges must prepare their students to live in two cultural worlds; implications for black college curriculum (proposed medium is a general education programme built around black culture as a basic curricular theme).

Butler, Bruce V. Jt. author See 089

040 Campbell, Hilary Pseud. Students and university teachers: a case study of informal student pressures. Sociology, 1971, 5(2), 191-207.

Description of informal pressures by which students, despite their formal lack of power over their academic careers, influence their teachers, distinguishing between collective pressures (in spheres of lectures, seminars and examinations) and individual pressures (to establish formal or informal relationships with staff) which involve implicit bargains struck between the two sides, drawing on participant observation data from a university in a developing country; leading to discussion of relative gains of both students and teachers in context of local culture, stressing that patron/client relationship is a benefit in itself to the patron; implications for patterns of relationships in universities in Britain, and for understanding student unrest.

Cattell, R. B. Jt. author See 063

041 Centers, Richard, Raven, Bertram H. and Rodrigues, Aroldo Conjugal power structure: a re-examination. American Sociological Review, 1971, 36(2), 264-278.

Critique of work of Blood and Wolfe concerning decision making in the family (grounds that they only questioned wives, overrepresented traditional male decision areas, and gave inadequate consideration to personality factors); background to investigation of relation of conjugal power (husband dominant, syncratic, autonomic, wife dominant) in fourteen decision making areas to range of background variables (length of marriage, first/later marriage, occupation, education, religion, age, nationality of husband/wife) and personality variables (authoritarianism, self competence, part of marriage most highly valued); comparison with findings of Blood and Wolfe study. Source of data - Quota sample of 747 respondents (including 410 wives and 86 couples) in US.

042 Cheng, S.C. and Edwards R. Individual versus co-operative research in comparative education: an extension of the I.E.A. enquiry to Hong Kong. Comparative Education, 1971, 7(3), 107-119.

Discussion of International Evaluation Achievement project as a cooperative crossnational exercise in comparative education, with consideration of extent to which individuals seeking to carry out case studies in particular areas can match the criteria met by the national research institutes involved in the project, with special reference to the authors' intention to apply the IEA mathematics test in Hong Kong; leading to description of Hong Kong educational system and impact of recent developments in mathematics teaching in Hong Kong schools; background to investigation of mathematics achievement in relation to forty-five variables (relating to teaching, school organisation and the student), with consideration of factors in Hong Kong situation which might account for high achievement found as compared with other countries. Source of data - Sample of all students in grade 1 in a national sample of 14 secondary schools in Hong Kong.

043 Child, Dennis, Cooper, H.J., Hussell, C.G.I. and Webb, P. Parents' expectations of a university. Universities Quarterly, 1971, 25(4), 484-490.

Investigation of expectations of a university (opinions concerning attributes of ideal university and extent to which real universities possess them) amongst parents of undergraduates, taking account of sex and subject area of undergraduate and sex of parent. Source of data - Sample of 76 mothers and 74 fathers of second and third year students at universities in England.

Child, Dennis	Jt. author	See 266
Christie, T.	Jt. author	See 125
Clement, David E.	Jt. author	See 240

044 Cohen, Louis Age and headteachers' role conceptions. Educational Research, 1971, 14(1), 35-39.

Investigation of relationship between age (above/below fifty) and role conceptions of headteachers (traditional v innovative views, supervision v freedom of teacher performance, authoritarianism in relation to teachers, pupils and parents, paternalism and willingness to deviate from expectations of others); comparison with American findings. Source of data - National sample of 340 headteachers from 14 local education authorities in England and Wales.

045 Cohen, Stanley and Waton, Alan The typical student? New Society, 1971, 475, 873-876.

Investigation of extent to which characteristics of students are consistent with dominant image of student, in terms of student attitudes to drugs, sex and politics (internal: student participation in university decision making, educational goals of university; external: political role of university, personal voting intentions and political involvement), with consideration of course, sex, social and educational background. Source of data - Sample of 194 students from one university (Durham) in England.

046 Coles, Robert The weather of the years. Daedalus, 1971, 100(4), 1139-1157.

Description of the development into adulthood of black children who, at age six, experienced the hostility associated with the desegregation of schools in the South, drawing on personal conversations with them concerning their personal development, relations with family and racial attitudes; leading to argument that, despite their experiences as blacks, the period has been one of change for the better not only for them but also for the region and the US in general.

047 Collins, Randall Functional and conflict theories of educational stratification. American Sociological Review, 1971, 36(6), 1002-1019.

Analysis of adequacy, as explaining evidence on link between education and stratification, of a technical-functional theory (assumes that skill requirements of jobs increase in industrial society and education provides the necessary skills, but equally possible to interpret evidence concerning demands of occupational positions in terms of bargaining between persons who fill positions and those who control them, and to explain occupational success in terms of ascription rather than achievement factors); leading

requirements are seen to reflect the interests or the status groups that have power to set and change them, the main activity of schools being to teach particular status cultures), and discussion of evidence supporting both conflict and technical-functional theory; basis for explanation of rise in educational requirements in US over last century, using the conflict theory and incorporating elements of the technical-functional theory (the interaction between formal job requirements and informal status cultures has resulted in a spiral in which educational requirements and attainments become increasingly higher); implications for further research towards a comprehensive theory of forms of stratification.

048 Conger, John Janeway A world they never knew: the family and social change. Daedalus, 1971, 100(4), 1105-1138.

Position that problems of adolescence are increasing as result of accelerating rate of change in family and in its relations with society (change from spirit of community which characterised 1940s to social divisiveness of society today is such that adolescent is growing up in a different world from his parents); leading to discussion of aspects of this change (decline in adult authority, rise of postadolescent youth culture, diminished interaction among age groups); background to argument that generation gap is not as great as stereotypes tend to suggest (grounds that average adolescent still shares traditional values with his parents although there are differences on specific issues), that contemporary parents have continuing relevance as models for their children (though appropriateness of authoritarian/democratic models will vary with differences in cultural conditions), and that dominance of peer models does not necessarily conflict with parental models (take on dominant role only when there is lack of attention or concern in home); implications in terms of need for continuing communication between adolescents and parents, and for society to ensure minimum standard of life, reverse trends in age segregation and restore sense of community.

049 Conway, Edward S. Enlarging a school. Trends in Education, 1971, 24, 23-27.

Description of development of a three form entry secondary modern school into a large comprehensive school, with special reference to qualities of small v large schools (characteristics of teacher/pupil, teacher/parent, and staff relations, variety of courses and hence scope for both teachers and pupils, and quality of administration); implications for organisation of comprehensive schools.

050 Cook, Vivian How children learn language. New Society, 1971, 442, 433-434.

Outline of contribution of Chomsky and his followers to study of acquisition of language in children (notion of deep structure and view of language as a selfcontained system at each stage of development), with consideration of alternative theories (product of parent/child interaction v innate) to explain learning of deep structure.

Cooper, H.J.	Jt. author	See 043
Costello, Joan	Jt. author	See 131

051 Cottle, Thomas J. The connections of adolescence. Daedalus, 1971, 100(4), 1177-1219.

Personal recollections of experience of adolescence, with special reference to development of self concept; and to notion of connection or integrity; leading to discussion of interview data on young people today, stressing social pressures to reveal themselves, their aim of 'getting inside your head in order to see what really exists', and the resulting recognition that 'nothing connects'; basis for analysis of early adolescence as dominated by tensions between single self and collective, and by fear of deviation which motivates the adolescent in passing through the initiation procedures which serve as 'markers of maturation'; implications for study of life cycles.

052 Coulter, Jeff Decontextualised meanings: current approaches to Verstehende investigations. Sociological Review, 1971, 19(3), 301-323.

Outline of conceptions of meaning associated with alternative theories of action; background to discussion of contrasting schema for interpretation of human conduct (models portraying man as 'judgmental dope' v 'ethnomethodological' approaches, claiming to lean on 'phenomenology', which analyse social structures as meaningful human products); leading to critique of 'phenomenological' approaches, distinguishing between those seeking out definitive answers to epistemologically posed 'problem of meaning' and those focussing on formal structures of practical actions.

053 Cox, Edwin H. 15+ drop-outs. Universities Quarterly, 1971, 25(2), 169-176.

Description of outcomes of experiment of some six years' duration at University of Sussex, involving selection for degree courses of able but not conventionally qualified 15+ dropouts; leading to analysis of factors in early dropout (lack of parental 'push', wanting to be independent and having alternative to continuing full time education in view, and frustration with nonacademic controls imposed by schools); implications for diversification of selection criteria if universities are to increase quality of their intakes and reduce pressures for high grades in schools. Source of data - Sample of four intakes of able but unqualified students to one new university in England.

054 Coxon, Anthony P.M. Occupational attributes: constructs and structure. Sociology, 1971, 5(3), 335-354.

Presentation of model of process of occupational choice as the scanning of a constantly shifting succession of career possibilities as more appropriate than viewing it as a funnelling process in which individuals make a series of situationally delimited decisions; background to investigation of attributes used in judging occupations; leading to discussion of statistical problems in portraying data summarising objects in terms of their attributes by a common spatial representation. Source of data - Sample of 80 social science students from one university in England.

055 Crain, Robert L. School integration and the academic achievement of negroes. Sociology of Education, 1971, 44(1), 1-26.

Discussion of alternative conceptions of impact of segregation (1. academic achievement of both white and negro students are affected by same factors, and therefore achievement will depend on quality of school irrespective of segregation/integration v 2. segregation is psychologically damaging per se, for it depresses self esteem of negroes); background to investigation of relation between attendance at integrated school and educational achievement (length and level of education, and verbal test scores), with consideration of family background, and taking account of sex, length of time in North and skin colour; also investigation of association between attendance at integrated school and attitudes of negroes (prejudice towards and contact with whites, feelings of control of environment, and happiness). Source of data - Sample of 1,624 adult (ages 21-45) negroes in North US.

056 Crompton, T.E. Teachers' attitudes to educational controversies. Educational Research, 1971, 13(3), 204-209.

Investigation of teachers' attitudes (attitudes to controversies concerning streaming, selection and corporal punishment, scores on Oliver's 'Survey of Opinion' scales, 'Study of Values' scales - these viewed as associated with Eysenck's hierarchical model of attitudes, which distinguishes between opinions expressed on spur of moment, habitual opinions, clusters of habitual opinions, ideologies) in relation to level taught, sex and age, with consideration of interscale correlations and changes in attitudes amongst teachers attending inservice training course; implications (of findings indicating trend towards progressivism) for constructing model of attitude structure of progressive teacher. Source of data - Sample of 160 primary and secondary practising teachers, and 10 on one term full time course in [? England].

057 Darnton, Robert Reading, writing, and publishing in eighteenth-century France: a case study in the sociology of literature. Daedalus, 1971, 100(1), 214-256.

Critique of view of culture associated with recent trends in study of social history of 18th century France, with special reference to French Enlightenment (use of quantitative methods reflects conceptual confusion, unrepresentative samples produce distortion, and attention is often confined to authorship and reading habits); leading to discussion of insights into culture to be derived from study of 18th century French publishing, distinguishing between legal and clandestine press as factor crucial in cultural and political history (state feared all works of advanced philosophy and banned it, this leading to a counterculture which fostered the cultural revolution of 1789).

Davies, Patricia Jt. author See 080

058 de Jong, F. Sociology in a developing country, the United Arab Republic: orientations and characteristics. Sociological Review, 1971, 19(2), 241-252.

Description of teaching of sociology as an academic discipline in United Arab Republic, and of its place outside the universities; leading to evaluation of Egyptian sociology, with consideration of factors hampering its development before revolution of 1952, effect of social reforms after 1952, and influence of academic milieu within which sociology is cultivated.

059 Demerath, N. J. III, Marwell, Gerald and Aiken, Michael T. Criteria and contingencies of success in a radical political movement. Journal of Social Issues, 1971, 27(1), 63-80.

Investigation of subjective sense of success and failure in political activism, in terms of group data on perceptions of overall degree of success (anticipated/actual, individual/project) of projects in a civil rights campaign in South as evaluated by white student volunteers, and on relation of overall success with views on specific project achievements, aspects of social solidarity within project, individual preferences and sense of personal benefit, and amount of time spent on various activities; leading to speculation about nature of militancy (arising from finding that, in terms of time spent on various activities, only protest is significantly related to overall success), distinguishing between positive correlates of protest (greater project solidarity, stronger ties between volunteers and black community) and negative correlates (reliance on ideological consensus rather than organisational structure means that leadership and strategy are problematic, commitment and recruitment concerns may be in conflict, overcommitment may lead to ill-advised tactics), with consideration of notion that participation represents political romanticism; also discussion of role of white outsiders in different phases of a developing movement (in early stages they help to focus national attention and produce sense of organisation and efficacy among local blacks, but they lack staying power because cause is not their own), and comparison of New and Old Left in terms of sympathetic v self-interested activism (differences of goals, membership and location of protest); implications for political activism in general and need for society to understand it. Source of data - Sample of 49 civil rights projects, involving 166 white volunteer workers, in the South in US.

060 Denzin, Norman K. The work of little children. New Society, 1971, 432, 12-14.

Statement of theory characterising adult/child relationship in terms of interaction between different social orders (relationship grounded in taken for granted social evaluations concerning relative competence of adult and child which, at least in America, fail to take account of the complex societies and social orders constructed by children when left on their own), drawing on own and other data on parents, and on children at play in different contexts, their self conceptions, languages and games.

061 Derrick, T. The initial educational decisions of undergraduates of technology. Educational Research, 1971, 14(1), 40-45.

Presentation of model of career decisions as an additive process in which, by decisions taken at a series of stages, people become slanted towards a career; background to investigation of time of initial aspiration to attend university, and to read present course, in relation to persons influencing choice (headteacher, friends, family, employer and other) amongst technology undergraduates, with consideration of personal background variables (social class, college/industry-based course, university department); implications for increasing the flow of technology candidates. Source of data - Sample of 338 freshman undergraduates in 1967 (small scale replication 1968) at one technological university in England.

062 Derrick, T. Teacher training and school practice. Educational Research, 1971, 13(2), 106-112.

Comparison of student teachers' perceptions of behaviour required for success in actual and ideal colleges and practice schools; also comparison of problems experienced in colleges and schools, with consideration of nature of problem (professional/social), sex and age/course range taught; implications in terms of desirable changes in schools and colleges. Source of data - Sample of 357 students from 2 colleges of education in England.

063 Dielman, T.E., Cattell, R.B., Lepper, Carolyn and Rhoades, Patrick A check on the structure of parental reports of child-rearing practices. Child Development, 1971, 42(3), 893-903.

Investigation (using factor analysis) of dimensionality in domain of parental reports of child rearing practices (101 items for mothers and 68 for fathers); leading to comparison of factor structure with that found by previous researchers. Source of data - Sample of 156 mothers and 133 fathers (of children ages 6-8) in rural community in US.

di Vesta, Francis J.	Jt. author	See 021
Dolinsky, Harriet	Jt. author	See 195
Downes, L. W.	Jt. author	See 233

064 Dowse, Robert E. and Hughes, John The family, the school, and the political socialization process. Sociology, 1971, 5(1), 21-45.

Study of relative influence of family and school in political socialisation in terms of investigation of association of children's attitudes (political efficacy, political interest, party preference, social class awareness) and knowledge, with their type of school and parental attributes (level of education and socioeconomic status) respectively, with consideration also of child's political awareness (willingness to deviate from perception of parents' party preference) and sex. Source of data - Sample of 627 boys and girls from 5 secondary schools (2 grammar and 3 secondary moderns) and their parents in England.

065 Dowse, Robert E. and Hughes, John A. Girls, boys and politics. British Journal of Sociology, 1971, XXII(1), 53-67.

Discussion of alternative explanations (adult role set v familial socialisation) of differential participation of men and women in political activities; second explanation tested in investigation of development of children's knowledge of political facts and political orientations (political interest, choosing a party and exposure to political media) in relation to sex, type of school and age, with consideration of social class. Source of data - Sample of 627 children (ages 11-17) from 5 schools (2 single sex grammar and 3 single sex secondary moderns) in one city in England.

066 Drake, St. Clair The black university in the American social order. Daedalus, 1971, 100(3), 833-897.

Outline of historical background to changing structure of race relations in US as context for reassessment of function of black institutions of higher education, with special reference to developments in the South (structural changes associated with growth of black middle class and intercultural education have increased aspirations of blacks but not eliminated discrimination, and these changes, together with continuing residential segregation and growing sense of group identity, have led to upsurge of Black Power movement and call not for integration but liberation of blacks); basis for argument that black colleges have a role to play in shaping a normative situation in the South appropriate to a pluralist society, and should serve the interests of the black community by providing black leadership which can influence decision making at all levels; leading to discussion of possible approaches to structuring education so as to maximise the Black Power potential for achieving structural integration into interracial political and economic systems.

067 Duce, Charles Condorcet on education. British Journal of Educational Studies, 1971, 19(3), 272-282.

Outline of life of Condorcet up to his election to Committee for Public Education in France in 1790; background to discussion of his views concerning the meaning and purpose of education in the context of the existing structure of French education and the ideas of the time (essential that state provide education as means of maintaining democracy and ensuring equality of opportunity, and must cater for needs of society as well as individual, with proviso that individual's freedom of belief must be preserved), and outline of his proposals for changes in the structure of the French educational system.

068 Durojaiye, S.M. Social context of immigrant pupils learning English. Educational Research, 1971, 13(3), 179-184.

Argument that consideration of social context in which learning takes place is essential to understanding of English language learning situation for immigrant pupils; background to investigation of differences in social environment (availability and use of media, choice of friends, out of school activities, job aspirations and degree of parental encouragement and interest, parental and sibling knowledge of English, and language spoken in home) of culturally deprived pupils (West Indian, Asian and English); implications in terms of ways in which these factors can influence English language acquisition, and for comparison between immigrant and English groups in terms of Carter's distinction between 'home-centred aspiring' and 'solid' working class families. Source of data - Sample of 20 West Indian, 20 Indian and Pakistani, and 20 English children (ages 14-15) from one school in working class district in England.

069 Edwards, Helen and Thompson, Barbara Who are the fatherless? New Society, 1971, 436, 192-193.

Investigation of incidence of different types of parental care; leading to investigation of problems for mothers of fatherless families (absence of father or father substitute), and effect of fatherless status on child's school attainment, with consideration of marital status of mother, social class and age of child. Source of data - Sample of 117 fatherless children (ages 7-12), plus birth data identifying legitimacy, in one city in Scotland.

Edwards, R. Jt. author See 042

070 Edwards, Tony and Webb, David Freedom and responsibility in the sixth form. Educational Research, 1971, 14(1), 46-50.

Investigation of sixth formers' relations with school staff, attitudes to courses, to teaching methods, to regulations and to separation of sixth form from rest of school; leading to discussion of possible effect of removal of sixth form to local college of further education, proposed as part of future comprehensive plan. Source of data - Sample of 232 second year sixth formers from 4 grammar schools in one city in England.

071 Elder, Glen H. Jr. Intergroup attitudes and social ascent among Negro boys. American Journal of Sociology, 1971, 76(4), 673-697.

Argument that support of one of alternative negro strategies for racial change (integration/black solidarity) does not, at the social-psychological level, mean opposition to other (orientations may be typologised as uncommitted/integrationist/nationalist/pluralist); tested in investigation of construct validity of typology on racial and interracial attitudes; also comparison of groups holding different orientations on measures indicating life opportunity (objective and perceived) and competence; implications for content of child socialisation in families established by age group studied, for correlates of nationalistic feeling, and for current popularity of pluralism. Source of data - Sample of [? c300] negro high school boys in US.

072 Ellis, Robert A., Parelius, Robert J. and Parelius, Ann P. The collegiate scholar: education for elite status. Sociology of Education, 1971, 44(1), 27-58.

Discussion of conception of the collegiate scholar (role rooted in an elite conception of higher education that stresses a proper balance between intellectual and social endeavours, requisite for preparing students for elite positions) as a subculture distinct from the academic and collegiate subcultures; tested in investigation of intellectual characteristics, social origins and college experiences of members of four subcultures (collegiate scholars: members of fraternity and honours college; collegiate: members of fraternity only; academic: members of honours college only; independents: members of neither group) and the general student population. Source of data - Sample of 391 male freshmen at one university in US. Longitudinal study.

Evans, Roy Jt. author See 080

073 Eveloff, Herbert H. Some cognitive and affective aspects of early language development. Child Development, 1971, 42(6), 1895-1907.

Presentation of view of early language development, in particular speech development, as social phenomenon comprising overlapping phenomenological stages (prelingual, random articulation or babbling, lalation, imitation, articulate utterance); basis for analysis of interrelation between emotional and cognitive factors in this process (acquisition of language begins with emotional need of mother to contact her child and becomes bidirectional with appearance of social smile by which child expresses pleasure at mother's attempts at contact; development of child's ability to differentiate objects from self, and of differential investment of mother over other objects, brings separation anxiety and stimulates child to acquire words, first to represent and replace the lost mother, then to express a need for affectionate care; with increasing cognitive skills, words come to transcend emotional functions that stimulated their acquisition), with consideration of effects of arrested development at each stage; implications for theories of language development.

074 Ewing, Dorlesa B. The relations among anomie, dogmatism, and selected personal-social factors in asocial adolescent boys. Journal of Social Issues, 1971, 27(4), 159-169.

Discussion of view that blacks' lack of control over their destinies is a more major factor than socioeconomic status in anomie amongst blacks, in terms of Mertonian model of anomie as produced by conflict between culturally prescribed aspirations and socially structured avenues for realising these aspirations, discrepancies increasing as one descends the class structure, and positing conformity, innovation, ritualism, retreatism and rebellion as adaptive behaviours which individuals may employ to reduce anomie; basis for investigation of relations amongst anomie, dogmatism, predelinquency and observed asocial behaviour (underachievement, dean referrals, absenteeism, teacher evaluations of deportment) amongst adolescent boys in school setting, with consideration of differences according to racial subculture and social background characteristics (socioeconomic variables, geographical mobility, extent of social participation, number of hobbies and interests, and general school attitude), and also factors particular to type of school (Catholic parochial school). Source of data - Sample of 78 black, 85 Mexican-American and 200 white boys from junior classes of Catholic high schools in US.

075 Eysenck, H.J. Race, intelligence and education. New Society, 1971, 455, 1045-1047.

Discussion of genetic inferiority, in terms of scientific, and ethical and social problems involved; background to discussion of relationship between race, intelligence and education, with special reference to arguments of Jensen and others (author suggests that evidence cannot be explained in purely environmentalist terms); implication that fact of genetic difference must be faced if equality of educational opportunity is our aim.

076 Fain, E.F. Nationalist origins of the folk high school: the romantic visions of N.F.S.Grundtvig. British Journal of Educational Studies, 1971, 19(1), 70-90.

Analysis of life and development of ideas of N.F.S.Grundtvig (1783-1872), founder of folk high school movement in Denmark, in the context of 19th century European cultural history (movement stemmed directly from Grundtvig's conception of romantic nationalism and his notion of the kind of school through which this ideology might be transmitted); also description of later development of both the folk high school and the ideology with which it was linked.

077 Farley, Reynolds and Hermalin, Albert I. Family stability: a comparison of trends between blacks and whites. American Sociological Review, 1971, 36(1), 1-17.

Critique of Moynihan's claim that there is a trend away from family stability among blacks in US and that this restricts their life chances (grounds that there are several components in family stability, trends in which may differ, and that evidence on life chances must be examined separately for children and adults, and with regard to temporal and causal ordering of variables), drawing on data concerning sociodemographic indicators that have been used to measure family stability (current marital status of adults, distribution of families by type and proportion of male/female family heads, number and proportion of illegitimate births, family living arrangements of young children), time series for whites and blacks showing relative levels of four indicators and changes over time, and relation between indicators of family stability and life chances; implications in terms of likely effectiveness of alternative strategies for improving socioeconomic status of blacks.

078 Featherman, David L. The socioeconomic achievement of white religio-ethnic subgroups: social and psychological explanations. American Sociological Review, 1971, 36(2), 207-222.

Discussion of tenability of alternative explanations (social-psychological and sociostructural) for the differential attainment of ethnoreligious subgroups, tested in investigation of relative importance of socio-structural factors (father's occupation, size of family of orientation, extent of husband's rural residence) and personality factors (intrinsic/extrinsic reward motivation, primary work/materialistic orientation, and subjective achievement evaluation) in relation to socioeconomic achievement (education, occupation, income) of religio-ethnic subgroups. Source of data - Sample of 715 adult males from 6 religio-ethnic categories (Jewish: all ethnic; Protestant: Anglo-Saxon; Protestant: other; Roman Catholic: except Italian and Mexican; Roman Catholic: Italian and Mexican; none or other religion) in US.

079 Feldman, Kenneth A. Some methods for assessing college impacts. Sociology of Education, 1971, 44(2), 133-150.

Description of procedures for assessing impacts of different college environments on students, with special reference to 'input-output models', 'path analysis', 'methods for partitioning explained variance' and 'stochastic models for change'; leading to discussion of research situations (nature of data, hypotheses to be tested and pattern of correlations) in which each is appropriate.

080 Ferguson, Neil, Davies, Patricia, Evans, Roy and Williams, Phillip The Plowden Report's recommendations for identifying children in need of extra help. Educational Research, 1971, 13(3), 210-213.

Argument that Plowden Report recommendations, building on known relationship between social class and achievement, that educational priority areas be identified in terms of measures of social status of locality, are inadequate; based on investigation of differences in priority status of schools depending on measures of disadvantagement employed (LEA designation of schools in terms of socioeconomic characteristics of area served v categories based on socioeconomic characteristics of families of children in a school); also investigation of relationship between type of school (LEA designation) and developmental maturity (psychometric measures) of child; implications for more child-centred approach to identification of educational need. Source of data - Sample of 12 infant schools (8 designated by LEAs as deprived, 2 settled working class and 2 advantaged) and 689 infant reception class entrants to these schools in [? Wales].

081 Finlayson, Douglas S. Parental aspirations and the educational achievement of children. Educational Research, 1971, 14(1), 61-64.

Discussion of relationship between parental aspirations, social class and children's school attainment, stressing need to consider feedback of information from educational system to parents as a dynamic factor in determining achievement (the process of which school achievement is one outcome should be conceptualised as dynamic, involving complementary informative and normative components, the informative components providing a rationale and empirical basis for parental attitudes and ensuring that the aspirations are realistic).

082 Finney, Henry C. Political libertarianism at Berkeley: an application of perspectives from the new student left. Journal of Social Issues, 1971, 27(1), 35-61.

Outline of diversity of explanations for recent student disturbances, distinguishing between explanations offered by social scientists and those of participants; background to investigation of extent to which explanations offered by New Left for their own attitudes and actions account for patterns of political tolerance amongst students in general, in terms of stability and change in libertarianism amongst university students, with consideration of permanence of change and time of occurrence, and of political characteristics of students of differing libertarian complexion; also investigation of relation between student libertarian attitudes and social class background (New Left emphasises both lower class exploitation and middle class alienation as factors in activism, although extant research has consistently found that activists tend to come from middle class homes), with consideration of distinction between composition of categories and incidence of traits within categories; also relation between student libertarianism and dissatisfaction with university (New Left claim that frustration with academic bureaucracy is a liberalising experience), student values (New Left reject middle class achievement values), and academic achievement, aspirations and intellectual interests (New Left have high self regard in relation to intellectual integrity and ability), with consideration of joint effect on libertarianism of actual scholastic performance and subjective valuation of grade-getting. Source of data - Sample of 792 male undergraduates (whole sample studied in 1959 and 1961, and subsample in 1963) at one university in US. Longitudinal study.

Fitzgerald, D. Jt. author See 022

083 **Flacks, Richard The New Left and American politics after ten years.** Journal of Social Issues, 1971, 27(1), 21-34.

Position that New Left, viewed as a particular segment of young activists (members were ideologically radical but disaffected by established radicalism, and sought to provide political direction, theoretical coherence and organisational continuity to the student movement), has disintegrated; based on outline of history of New Left from its origin in 1960s to date, drawing on experience as participant observer, (political strategy enunciated by Students for a Democratic Society in 1962 and 1963 could not be put into practice because, although the SDS broke down public apathy, external factors prevented it from creating a coalition of radical movements and mobilising a grass roots organisation which could achieve political expression of its ideas, and have led to fragmentation of both the SDS and the New Left); implications for American radicalism (opposition movements must have coherent political expression if radical change is to continue).

Flerlage, Ellen P. Jt. author See 179

Freeman, Peter Jt. author See 107

084 Gallatin, Judith and Adelson, Joseph Legal guarantees of individual freedom: a cross-national study of the development of political thought. Journal of Social Issues, 1971, 27(2), 93-108.

Investigation of national differences in development, during adolescence, of concept of individual freedom, taking account of social class, sex and IQ; leading to discussion of finding, that adolescents' grasp of concept becomes increasingly apparent with age, in terms of a larger development (to lend coherence to anticipated adult life, adolescent needs to develop an ideology); also discussion of national differences in political orientations, in particular those associated with underlying tension between individual autonomy and common good. Source of data - Sample of 120 children from US and 120 from Great Britain (ages 11, 13, 15 and 18), and 90 children (ages 13, 15 and 18) from Germany.

085 Gardner, Dorothy Educational needs of young children. Trends in Education, 1971, 23, 31-36.

Outline of principles and practices for education of young children, drawing on research evidence affirming soundness of the precepts (importance of personal relationships between teacher and child, of taking account of individual differences, of home/school links, of access to a trained teacher, of understanding developmental sequences, and of fostering good attitudes to learning in first year in school); implications for organisation of infant schooling.

Garvey, Catherine J. Jt. author See 012

086 Gibson, Rex The camera in the classroom. New Society, 1971, 433, 55-58.

Description of one college's attempt to improve effectiveness of teaching behaviour of students in teacher training, using videotapes of teachers at work to provide a 'shared experience' as material for objective analysis and discussion by tutor and student, supplementing traditional methods of classroom observation; also outline of observation schedules (Withall's technique for measuring social-emotional climate in classroom, which takes account only of teacher's verbal behaviour, and Flanders' schedule for classroom interaction analysis which takes account of both teacher and pupil verbal activity) as means of providing student with a conceptual framework by which he may understand what he sees.

087 Giles, Howard Our reactions to accent. New Society, 1971, 472, 713-715.

Discussion of usefulness of notions of speech convergence (modelling own speech on that of another), and divergence, for understanding accent change in different contexts and with different listeners; basis for investigations (using matched guise technique and interviews) of extent to which range of accents reflect social prestige, and whether speakers who adopt higher prestige accents are rewarded by increased status ascription, more favourable personality assessments and increased persuasiveness of content of message. Source of data - Samples of students in Great Britain.

Gilligan, Carol Jt. author See 148

Glassman, Alan Jt. author See 017

088 Godwin, Winifred L. Southern state governments and higher education for negroes. Daedalus, 1971, 100(3), 783-797.

Outline of role of education in provision of equal opportunity in US as ensuring that higher education is equally available to all citizens and as completing transition from South's dual system of higher education to a unitary system free from discrimination; leading to discussion of meaning of unitary system and its bearing on higher education for negroes (black colleges will continue to provide major college opportunity for large numbers of blacks, but must not be assigned permanent role of teaching the unprepared and, in long term, there is need for systematic planning of relationships between predominantly black and white institutions to achieve genuine racially unitary systems and not merely compliance with civil rights legislation); implications for the future in terms of social and educational policy, at state and federal levels, to ensure economic and political ability of blacks to participate fully in unified higher education programmes and enable black and white leadership to work together to improve the lot of the southern black.

089 Goffeney, Barbara, Henderson, Norman B. and Butler, Bruce V. Negro-white, male-female eight-month developmental scores compared with seven-year WISC and Bender test scores. Child Development, 1971, 42(2), 595-604.

Investigation of effectiveness of the Bayley Infant Scales (gross motor, fine motor and mental tests) in predicting scores on the Wechsler Intelligence Scales for Children and the Bender-Gestalt test for negro, white, male and female subjects at age seven; leading to comparison of findings with other research. Source of data - Sample of 626 children (tested at age 8 months and 7 years) in US.

090 Golden, Mark, Birns, Beverly, Bridger, Wagner and Moss, Abigail Social-class differentiation in cognitive development among black preschool children. Child Development, 1971, 42(1), 37-45.

Investigation of emergence of social class differences in intellectual performance of black children between ages eighteen months and three years, taking account of family characteristics (poor stable v fatherless); comparison with data on white children. Source of data - Sample of 89 children (at age 3 - previously studied at 18 and 24 months) in [? US]. Longitudinal study.

Goldie, N. Jt. author See 186

091 Goodwin, Glenn A. On transcending the absurd: an inquiry in the sociology of meaning. American Journal of Sociology, 1971, 76(5), 831-846.

Analysis of the theme of the absurd (as presented in existentialist literature) for an understanding of the institutional structure of contemporary American society (the greater the absurdity or inherent contradictions of the institutional structure, the greater the probability of awareness of absurdity and hence of acts of rebellion - awareness that acting will not finally resolve anything, coupled with the act of rebellion, resulting in transcending the absurd); leading to discussion of meaning acquisition, distinguishing four types (dissonance creators: social thinkers who act; consonance seekers: reform oriented thinkers who fail to transcend absurdity of social life; defeatist-oriented: who recognise absurdity but fail to act; academic-traditional: not aware of absurdity and do not act); recommendation that sociology should face up to the problem of meaning, should reorient its conception of man in society to that of dissonance seeker, and should couple investigation with action, if it is to understand its subject matter and transcend its own sociological-scientific absurdity.

092 Goody, Esther The varieties of fostering. New Society, 1971, 462, 237-239.

Argument that widespread acceptance of fostering by West Africans in England is understandable as a traditional form of education modified in relation to modern urban and industrial conditions, drawing on data on fostering customs of traditional societies in Africa, and on adaptions to this pattern seen in more westernised areas and among West African couples in England (tendency for kinship fostering to give way to placement with non-kin and to involve payment relationship).

Gordon, C. Wayne Jt. author See 261

093 Gordon, Chad Social characteristics of early adolescence. Daedalus, 1971, 100(4), 931-960.

Presentation of a developmental model for the study of the middle class life cycle in contemporary US, characterising the significant others and major dilemmas of value theme differentiation and integration appropriate to each age stage; background to outline of social characteristics of early and late adolescence in the US, drawing on documentary sources (current size and trends over past fifty years, race and sex composition, participation in labour force, school enrolment, family structure), with consideration of influence of demographic changes on the value concerns of these two stages; leading to review of evidence concerning the core value dilemma of early adolescence (integrating contradictory value themes of social acceptance and social achievement) in contexts of family, unofficial peer world and school, and impact of social class and ethnicity on this process; also presentation of path analytic model relating race, social class, verbal ability, parental aspirations and self esteem to educational aspirations; implications of conclusion (that acceptance/ achievement dilemma characterises general run of major studies) for research into mechanisms of the socialisation process, variations in the process for different subcultures and for adolescents of each sex.

094 Goslin, David A. Children in the world of work. New Society, 1971, 466, 409-412.

Discussion of generation gap, in terms of transition from childhood to adulthood, and of recommendations for improving communication between children and the world of work made by a group concerned with 1970 White House Conference on children; basis for experiment in which children participated in the functioning of a firm. Source of data - Sample of 16 children (ages 10-11) working for 3 days in one newspaper company in US.

Green, A. Jt. author See 214

095 Greenall, Stella Student views on wastage. Universities Quarterly, 1971, 25(2), 177-181.

Discussion of issues which concern students in regard to wastage in Great Britain (assessment methods, assumptions about size of pool of ability, role of educational and vocational guidance), stressing massive scale on which talent is wasted; implications in terms of need for free nursery education to overcome distorting influences of family pressures on children's development of their potential.

096 Greenberger, Ellen and Sørensen, Annemette Interpersonal choices among a junior high school faculty. Sociology of Education, 1971, 44(2), 198-216.

Theory, employing Blau's concepts, relating individual attributes (formal organisational status, membership in formal subgroup, personal attributes such as values, beliefs and attitudes) to segregation/differentiation effects in interpersonal choice (instrumental-task oriented/sociable-personal gratification oriented); tested in investigation of influence of rank attributes (age and chairmanship of department) and attributes leading to formation of equally ranked subgroups (sex and departmental affiliation) on choices (consultative: for discussing general teaching problems; liking; and respect: high regard for teaching skills) in a teacher colleague group. Source of data - Staff of one junior high school in US.

097 Greenglass, Esther R. A cross-cultural comparison of maternal communication. Child Development, 1971, 42(3), 685-692.

Investigation of crosscultural differences in mothers' influence over their children, in terms of relations amongst mother's ethnic origin (Italian/ Canadian), child's age and sex, and maternal communication patterns (how, and to what extent, mother exercises authority - commands v reasoning - in conversing with her child). Source of data - Sample of 65 Italian and 67 Canadian mother/child pairs (children ages 9-10 and 13-14 years) in US.

Greeson, Larry E.	Jt. author	See 128
Gregory, Alison M.	Jt. author	See 265
Griffin, A.	Jt. author	See 125
Guenther, Zenita C.	Jt. author	See 240

098 Guinagh, Barry J. An experimental study of basic learning ability and intelligence in low-socioeconomic-status children. Child Development, 1971, 42(1), 27-36.

Presentation of alternative explanations (genetic v environmental) for the relation between IQ, basic learning ability and environment (abstract abilities tested by IQ tests are functionally dependent on basic learning ability v abstract abilities are acquired with experience and basic learning ability simply sets an upper limit); tested in investigation of effect of training (on concepts involved in IQ test, on word skills unrelated to IQ test, no training) on IQ scores (Raven's Progressive Matrices) of black and white children with high/low basic learning ability (digit span), taking account of personality. Source of data - Sample of 80 (third grade) lower class children, with control groups, in US.

099 Gumbert, Edgar B. The city as educator: how to be radical without even trying. Education and Urban Society, 1971, 4(1), 7-24.

Argument that radical change is needed, if urban public schools are to survive, involving limitation of function to pedagogic activities (which aim to increase individual's powers of understanding and control over self and environment), and transferring present service and noneducational functions to existing community resources (cities represent vast learning resources, containing networks of 'educational objects' in terms of people and features of environment); implications for urban reconstruction (values and institutions) to release the educational powers of cities, and to replace control by technocrats and managers with community participation.

100 Gunn, Alexander Students under stress. New Society, 1971, 443, 485-487.

Discussion of some factors in current rate of emotional disturbance amongst university students (higher incidence of psychological illness amongst women, overseas students and those studying subjects which offer no certain promise of future employment; disturbance likely to be expressed in bodily symptoms; anxiety about failure to succeed is usually related to personal conflict rather than academic potential); leading to description of reactions to stress, and of likely consequences for students who fail; implications in terms of societal understanding and help for these students.

Guthrie, James W. Jt. author See 156

101 Haddon, F.A. and Lytton, H. Primary education and divergent thinking abilities: four years on. British Journal of Educational Psychology, 1971, 41(2), 136-147.

Position that divergent thinking ability (DTA) may be viewed as a component of creativity, and that convergent and divergent thinking are two differing styles of cognitive functioning and complementary aspects of general ability which would be influenced by environmental impact of schooling; basis for investigation of persisting effects of primary schooling (established in previous research that informal as contrasted with formal primary education fosters DTA), in terms of DTA score at age eleven and at age fifteen, with consideration of type of secondary school (grammar/secondary modern), taking account of sex and verbal reasoning quotient (VRQ); also investigation of stability of DTA scores over time; relation between DTA scores and socio-economic status of parents, and pupil career or course choice at age fifteen, with consideration of VRQ; predictive value of DTA and VRQ at age eleven for DTA and academic attainment at age fifteen; and relation of DTA scores with teachers' ratings and pupil interest questionnaires respectively. Source of data - Sample of 151 children (age 15, previously studied at age 11) in 7 secondary schools in England.

102 Hage, Jerald, Aiken, Michael and Marrett, Cora Bagley Organization structure and communications. American Sociological Review, 1971, 36(5), 860-871.

Theory that all organisations need coordination, distinguishing between two mechanisms of coordination (programming with an emphasis on sanctions and feedback with emphasis on socialisation), these mechanisms varying with the degree of diversity of organisational structure and with distribution of status and power in organisation; basis for presentation of a number of testable hypotheses relating aspects of organisational structure (complexity, centralisation, formalisation) to internal communication patterns (volume of task relevant information, and direction of communication: horizontal/vertical); tested in investigation of relationship between verbal interaction about tasks (indexes of frequency and direction of scheduled/unscheduled communication between and within departments) and aspects of organisational structure (complexity: number of occupational specialties and degree of professional activity; formalisation: degree to which respondents felt a complete description of their job exists and degree of job specificity; centralisation: participation in decision making). Source of data - Sample of 16 social welfare and rehabilitation organisations (respondents - all executive staffs and heads, together with random sample of staff) in one metropolis in US.

Hage, Jerald	Jt. author	See 004

103 Hagstrom, Warren O. Inputs, outputs, and the prestige of American university science departments. Sociology of Education, 1971, 44(4), 375-397.

Investigation of indicators used in assessing departmental prestige in scientific communities, and relation with individual and combined effect of various input and output measures (departmental size, research production, research opportunities, faculty background, student characteristics, and awards and offices) in accounting for variance in departmental prestige (as rated by others in same discipline), with consideration of amount of informal communication and discipline differences; implication that there is need for study of change in academic stratification process. Source of data - Sample of 125 university science (mathematics, physics, chemistry, biology) departments in US.

Hahn, Harlan	Jt. author	See 005

104 Hall, David J. A case for teacher continuity in inner-city schools. School Review, 1971, 80(1), 27-49.

Comparison between Rousseau's position favouring continuity in teacher/pupil relations (argument that in order for child to develop true self discipline, a close stable emotional relationship is required, on grounds that externally imposed discipline proceeding from impersonal authority is destructive) and the 'reality' of public education in US (deliberate attempt is made to enforce distance between teacher and pupil on grounds that close emotional relationships are counterproductive); leading to discussion of consequences for child of current policy of teacher discontinuity in inner city schools (children are forced to rely on emotional resources of home and, since these are inadequate, teachers must rely on authoritarian methods to enforce discipline, thus denying children self respect and autonomy) and of consequences for teachers (accountability for child's failure is diffused and possibility of success is minimised); implications of benefits and limitations of establishing practice of teacher continuity in primary and elementary grades of inner city schools.

Haller, Archibald O. Jt. author See 281

105 Halsall, Elizabeth The small comprehensive school. Trends in Education, 1971, 22, 12-17.

Outline of assumptions in educational thinking concerning size of school, as issue raised by advent of comprehensive school (successful school has come to be defined as one which is large enough to support sixth form offering wide range of courses); leading to discussion of viability of small comprehensive schools (adequacy of curriculum and environment favouring personal development as factors), drawing on data from own and other research into curriculum; implications for further research.

106 Halsey, A. H. and Trow, Martin The Oxbridge image. New Society, 1971, 449, 765-766.

Investigation of university teachers' attitudes to their present university and preferences for posts elsewhere, taking account of career experience in other universities and career expectations; leading to argument that popularity of universities reflects the evolution of the British university system, and that mobility in Britain, unlike the situation in America, is shaped more by reputation of institution (Oxbridge tradition) than by financial rewards. Source of data - National sample of British academics.

107 Hamilton, Vernon and Freeman, Peter Academic achievement and student personality characteristics: a multivariate study. British Journal of Sociology, 1971, XXII(1), 31-52.

Investigation (using multivariate procedures) of variables (exam results, scholastic antecedents, intelligence, personality and motivation) related to academic success or failure at universities, amongst members of groups made progressively more homogeneous in terms of faculty (letters/science), department, and sex; implications for selection procedures. Source of data - Samples of 62 (final year) and 148 (first year followed through to third year) students from one university in England.

Hampson, Susan L. Jt. author See 165

108 Hanson, Derek The art masters. British Journal of Educational Studies, 1971, 19(1), 40-50.

Account of development of art teachers as new class of teacher, from 1789-1888, with special reference to competition between private drawing masters and art masters employed within the state system, the redefinition of role from that of amateur and artist to that of professional, and grievances concerning low status which eventually led to establishment of own professional organisation to promote own interests. Source of data - Documentary sources.

109 Hanson, Mark A cross cultural comparison of student stereotypes: authentic versus imagined beliefs. Comparative Education, 1971, 7(2), 49-59.

Investigation of crosscultural stereotypes, in terms of comparison of views of two student groups concerning political issues (political affairs of their two countries), and of views of each group with views imputed to it by the other. Source of data - Sample of 32 Latin American graduate students who had been in US for six months and 31 North American graduate students (who had never met first group) studying Latin American affairs in US.

110 Harker, R. K. Social class factors in a New Zealand comprehensive school. Educational Research, 1971, 13(2), 155-158.

Argument that, whilst New Zealand educational system is commonly considered to afford equality of educational opportunity regardless of social or ethnic origin, Bernstein's theory concerning linguistic differences between social classes (middle class child learns both restricted and elaborated code, whereas working class child learns only former) can be used to explain social class differences in educational performance, suggesting that streaming in New Zealand comprehensive school (which is based on test scores) gives rise to same inequalities as tripartite selection in England; tested in investigation of relation of social class with scores on tests used for selection (verbal IQ, reading score and arithmetic score) and course options chosen (Latin, French and Book-keeping; Modern), taking account of sex; implications in terms of need for primary schools to provide linguistic enrichment for lower socioeconomic group children, and for Maori children, whose situation may be viewed as comparable to that of immigrant children in England. Source of data - Sample of 298 third form pupils (first year of entry) from one comprehensive school in New Zealand.

111 Harper, Conrad K. The legal status of the black college. Daedalus, 1971, 100(3), 772-782.

Analysis of legal status of black colleges in US as racially identifiable institutions in relation to constitutional requirements barring racial discrimination (relevant issues are *de facto* segregation resulting from housing patterns, amount of federal funds received, church affiliation and First Amendment right of racially exclusivist religion to restrict enrolment to co-religionists); leading to argument that black colleges, whilst subject to constitutional demands of desegregation, are legally defensible in instrumental terms (providing an education for many who would otherwise not be aided), thus may perform role of husbanding black power, and also may in the future be legitimated on additional ground of offering a unique curriculum emphasising study and analysis of the black experience.

112 Harris, Patricia Roberts The Negro college and its community. Daedalus, 1971, 100(3), 720-731.

Discussion of negro college as one whose most significant role in its negro community has been the creation of a black middle class which could make black aspiration to move into middle class life style patterns viable, and could create a national community as result of social links established through the college-based fraternity and sorority; leading to argument that negro college will continue to exist, despite desegregation, and will enhance its service to its community by innovation as well as by continuing its traditional activities (desegregation is apparent rather than real, and college must continue to train individuals to change their environment, and allay black fears of relegation to permanent minority status by providing opportunity to acquire leadership skills, whilst in addition directing students into community service activities).

113 Hartley, James and Hogarth, Frank W. Programmed learning in pairs. Educational Research, 1971, 13(2), 130-134.

Investigation of effect of mixed ability pairing (high/low) as compared with like ability pairing (high-high/low-low) on performance of secondary school pupils in programmed learning situation (task in chemistry specifically designed for paired work), with consideration of pupil attitudes. Source of data - Sample of pairs of pupils (ages 12-13) from 4 unstreamed classes in one boys' grammar school in England.

114 Hawthorn, Geoffrey A sociological portrait: family background. New Society, 1971, 475, 876-880.

Review of research on family background effects on individual, distinguishing between demographic aspects (effect of parent loss, family size, ordinal position and rate of family formation), intrafamilial aspects (relationships between parents, and between parents and child, in terms of role segregation and maternal style respectively) and extrafamilial aspects (parental education, income and employment); implications for social policy.

115 Haystead, Jennifer Social structure, awareness contexts and processes of choice. Sociological Review, 1971, 19(1), 79-94.

Presentation of conceptual approach for the study of first job choice (viewed as a career, taking account of both individual choices, and decisions and actions of others), with special reference to the concept of 'awareness contexts' as means of representing actors' definitions of situations and relating them to aspects of the choice process (whether situation is regarded as problematic, points at which alternatives are faced, perceptions of range of alternatives, social structural limitations on perceptions); leading to discussion of possible modification of conceptualisation of 'awareness contexts', as employed by Glaser and Strauss, for purpose of operational study of job choice process which seeks to characterise the alternative rationalities involved, rather than postulating a particular process of choice based on an assumed type of rationality.

Henderson, Norman B. Jt. author See 089

116 Henderson, Vivian W. Negro colleges face the future. Daedalus, 1971, 100(3), 630-646.

Discussion of pressures and constraints bearing on administration of negro colleges in new social context of racial integration in US (demand for education to be more responsive to urban problems, for equal opportunity, for diversified and more relevant curricula, for development of black studies, also development of new concept of human rights, increase in costs of education and rise of emphasis on black awareness and identity); also discussion of values of black colleges (represent a whole life style which must not be sacrificed in move to racial integration); leading to outline of problems in administration regarding their ability to respond to new situation (resources: increasing dependence on federal funds leads to increasing complexity of administrative relations; organisation and control: governing bodies do not function so as to set general framework of policy to guide day to day leadership; leadership: division of labour in administration is too limited); implications for policy (policy must take account of role of black colleges in the future, and must face problem of curriculum development that will prepare black youth for work and service in the black community and also for participation in the larger society).

Hermalin, Albert I. Jt. author See 077

117 Hess, Robert D. and Kirst, Michael W. Political orientations and behavior patterns: linkages between teachers and children. Education and Urban Society, 1971, 3(4), 453-477.

Discussion of research into political orientations of children and of teachers and administrators (congruence of these orientations suggests that a particular (simplistic) view of operation of political system was being transmitted); background to analysis (drawing on 1960/61 survey data) of political socialisation process (apolitical culture of school government is reflected in teachers' nonpartisanship and reluctance to engage in public conflict, which are in turn paralleled in children's attitudes); leading to investigation (post-1961 data) of possible causal links, in terms of changes in political orientations and behaviour of both teachers (growing militancy within school government) and children (growth of student influence in school policy making), with consideration of direction of socialisation and possible effect of more general societal influences on both; implications in terms of students' influence on teachers' political orientations, and for political development of individuals.

118 Hillery, George A. Jr. Freedom and social organization: a comparative analysis. American Sociological Review, 1971, 36(1), 51-65.

Theory that highly institutionalised human groups differ qualitatively depending on whether group is organised primarily to attain a specific goal (formal) or not (communal), and that orientation to attainment of specific goal precludes familial behaviour; tested in analysis of 'borderline cases' or groups that could contain characteristics of both types of organisation (captive communities such as prison camps appear to have both specific goal and communal organisation based on family amongst captives, but those deprived of freedom are antagonistic and form a separate community from that of formal organisation; limited communities such as Trappists are both communal and lack the family, but monks voluntarily renounce rather than being deprived of freedom; there are particular intentional communities such as kibbutzim which are communal and in modifying the family apply constraints, but entry to community as adult is matter of choice; there are particular total institutions such as English public schools which have specific goals and exclude the family, but divert antagonism by offering acceptable alternatives to freedom); basis for position that key to problem lies in concept of freedom (family maximises freedom but absence of family and deprivation of the freedom it affords is acceptable when there is freedom of choice or when there are alternatives available); implications for sociology of freedom.

119 Hinings, C.R. and Lee, Gloria L. Dimensions of organization structure and their context: a replication. Sociology, 1971, 5(1), 83-93.

Discussion of various approaches (emphasising objective institutional measures or subjective attitudinal measures) to the study of organisational structure, with particular reference to the organisational model developed by Pugh et al.; background to replication of Pugh's model by an investigation of intercorrelations amongst structural dimensions (specialisation, standardisation, formalisation, centralisation and configuration) of organisations, and between structural dimensions and contextual features. Source of data - Sample of 9 manufacturing organisations in England.

120 Hoffman, Martin L. Identification and conscience development. Child Development, 1971, 42(4), 1071-1082.

Theory of conscience development as process of identification with parent, which is limited to those moral attributes for which a clear model is provided, and which do not require complex cognitive operations, pain or self denial, and also predicting greater identification with same sex parent; tested in investigation of relationship between child's identification with parent (admiration, desire to emulate and perception of similarity) and moral attributes of child (extent of internalisation of moral orientation, consideration for other, conformity to rules and expression of moral values), with consideration of sex of parent and child and social class, taking account of intellectual ability. Source of data - Sample of 664 white seventh grade children in one metropolitan area in US.

Hogan, Robert	Jt. author	See 250
Hogarth, Frank W.	Jt. author	See 113

121 Hoge, Dean R. College students' value patterns in the 1950s and 1960s. Sociology of Education, 1971, 44(2), 170-197.

Investigation (replication and comparison with earlier studies) of changes in value patterns of college students 1952-68/69 (personal commitments, religion, group-embeddedness, other-directedness, anomie, faith in human nature, alienation, attitudes to social constraints and attitudes to government and economics); also investigation of changes in recruitment patterns (background variables) and college experience (attitudes formed on campus) as factors in changes in value patterns; recommendation that future research into value changes should emphasise short term (eg current events) rather than long term (eg child rearing) explanations; implications for understanding current events on college campuses. Source of data - Sample of 766 male students from 2 universities in US.

122 Holdaway, Edward A. and Blowers, Thomas A. Administrative ratios and organization size: a longitudinal examination. American Sociological Review, 1971, 36(2), 278-286.

Outline of Weberian model of organisations, and discussion of alternative predictions concerning change in administrative ratios over time; tested in investigation of changes, over five year period, in association between size of organisation and proportion of personnel occupied in administrative and other supportive activities in schools. Source of data - Sample of 41 urban school districts in Canada. Longitudinal study.

123 Hook, Brian China revamps its education. New Society, 1971, 457, 12-14.

Description of measures to reform education in China during Cultural Revolution, with special reference to transfer of administration from professionals to committees drawn from all sections of community, and to problems of reform in higher education.

124 Hopkinson, David The school leaving age. Trends in Education, 1971, 24, 17-22.

Discussion of issues associated with raising of school leaving age (public opinion concerning advantages; response to the challenge by educational authorities and teacher training establishments; areas in which development is needed: buildings and equipment, teacher deployment, curriculum, teaching method and classroom organisation; and pupil attitudes in terms of returns yielded by education offered).

Hughes, John	Jt. author	See 064
Hughes, John A.	Jt. author	See 065
Hussell, C. G. I.	Jt. author	See 043

125 Hutchings, M. J., Lewis, D. G. and Watson, F. R. 'The examination achievements of highly selective schools': comments ..., with a reply by T. Christie and A. Griffin. Educational Research, 1971, 13(3), 237-244.

Critique of Christie and Griffin's investigation of the examination achievements of highly selective schools (Educational Research, 12(3), 202-208), with special reference to inadequacy of using O level results for defining highly selective schools, and of authors' analysis of the regression phenomenon; authors' reply to criticisms.

126 Iannaccone, Laurence and Wiles, David K. The changing politics of urban education. Education and Urban Society, 1971, 3(3), 255-264.

Argument that pattern of urban politics in US is shifting in terms of primary base of political support and form of social power structure emerging from base (from ethnic/neighbourhood to occupational social structures), type of leadership (ethnic politics produced a generalist type of leadership so as to accommodate the wide variety of interests in a geographic area, whereas the shift to occupation as political base has brought about a specialisation of decision influence and produced specialist leaders), and economic rewards (general inequality has changed to dispersed specialised inequalities); analysis of trends in education which have implications for future urban politics in general (competing sectors within occupational structure, and external pressure from educational 'have nots', are increasingly undermining power of educational decision makers to defend the interests they have vested in the status quo, and make a return to generalist leadership probable).

127 Jackson, R. The development of political concepts in young children. Educational Research, 1971, 14(1), 51-55.

Investigation of development (expressed feelings v cognitive recognition) of political concepts of young children in terms of orientations towards political persons or symbols (Queen, Prime Minister, the police, the Union Jack). Source of data - Sample of 168 children (ages 4-8) from 2 school complexes in England.

128 Jacobson, Leonard I., Berger, Stephen E., Bergman, Ronald L., Millham, Jim and Greeson, Larry E. Effects of age, sex, systematic conceptual learning, acquisition of learning sets, and programmed social interaction on the intellectual and conceptual development of preschool children from poverty backgrounds. Child Development, 1971, 42(5), 1399-1415.

Presentation of Zigler and Butterfield's conceptualisation of factors (operation of formal cognitive process, acquired information, motivational factors) that influence measured intelligence; tested in investigation of trends in performance on an intelligence test (initial IQ/postexperimental IQ) as a function of systematic modifications of cognitive skills (training in acquisition of learning sets) in three experimental conditions (reinforcement condition: no additional information; modelling condition: correct responses modelled before response; feedback condition: correct responses modelled after response) among preschool children from poverty backgrounds, with consideration of effect of age and sex; also investigation of changes in measured intelligence as a function of systematic modifications of sociomotivational skills (programmed social interaction with middle class experimenter in which opportunity for systematic learning experiences was minimised) in three experimental conditions (varying periods of interaction), among preschool children from poverty backgrounds, with consideration of initial IQ; implications for a general theory of intelligence and for value of intervention in the case of this population. Source of data - Samples of 46 children (ages 3-5) attending day care centre for low income families, and 30 children (ages 4-5) attending same day care centre, with 6 white experimenters, in US.

129 Jenkins, E.W. The implementation of Nuffield 'O' level chemistry courses in secondary schools. Educational Research, 1971, 13(3), 198-203.

Outline of growth of Nuffield O level chemistry project up to 1970 (number of pupils, geographical distribution of schools entering for special O level examination and location relative to 'centres of interest' around which trial schools were originally grouped); background to investigation of relationship between adoption of Nuffield O level chemistry and selected teacher variables (age, qualifications and experience of heads of chemistry departments) and school variables (size and type of school, size of sixth form, total expenditure for chemistry department); leading to discussion of findings in light of Rogers' general theory of diffusion of innovations; implications for further research (should emphasise study of decision making structures in schools rather than teacher personality variables). Source of data - Sample of heads of chemistry departments from 65 adopter and 84 nonadopter schools in England and Wales.

130 Jensen, Arthur R. Do schools cheat minority children? Educational Research, 1971, 14(1), 3-28.

Investigation of educational inequality, in terms of relationship between achievement of pupil and financial outlay of school districts; leading to investigation of degree to which schools afford unequal educational advantage to majority and minority pupils over and above what can easily be reckoned by pupil expenditures, in terms of pupil outputs (scholastic achievement) when pupils are equated on inputs (ability and general aptitude; motivation, personality and school related attitudes; environmental background variables), with consideration of validity of distinguishing between ability or aptitude tests and achievement tests and regarding them as input and output indicators respectively, and also of evidence for a progressive achievement gap; implication of finding (that schools have not discriminated against minority pupils) in terms of support for a hierarchical model of mental abilities (going from associative learning to conceptual thinking), and need for rethinking of teaching methods to accord with the nature of abilities of culturally disadvantaged. Source of data - Samples of 191 school districts (first analysis) and 6619 children of 3 ethnic groups (Anglo, Mexican-American, Negro) from 35 schools in one school district (second analysis) in US.

131 Jeruchimowicz, Rita, Costello, Joan and Bagur, J. Susana Knowledge of action and object words: a comparison of lower- and middle-class negro preschoolers. Child Development, 1971, 42(2), 455-464.

Investigation of social class differences in knowledge of object v action words (passive-receptive vocabulary: relative difficulty experienced in making object/action distinction; active-expressive vocabulary: proportion of action words used in storytelling to pictures), with consideration of sex. Source of data - Sample of 79 negro children (age 4) attending preschools in one city in US.

132 Johnson, Tobe The black college as system. Daedalus, 1971, 100(3), 798-812.

Analysis of internal dynamics of black college in US, viewed as a system which has adapted to a hostile supersystem, in terms of presidentialism as dominant leadership style (representing initially a response to external pressures and persisting despite change in environment) which results in conservatism and competition for presidential favour on part of faculty; leading to discussion of factors influencing recruitment and selection of faculty in black colleges, and of constraints upon black faculty opportunities for growth, development and self actualisation (supersystemic factors operate to limit opportunities for professional advancement and internal systemic factors are such as to militate against intrinsic and extrinsicsatisfaction with work); implications for renewal of these institutions, and hence for their twin goals of educating and liberating black people.

133 Jones, F. Lancaster Occupational achievement in Australia and the United States: a comparative path analysis. American Journal of Sociology, 1971, 77(3), 527-539.

Comparison (using path analysis) of parameters of Blau and Duncan's model of occupational achievement process in US (causal model relating father's education and occupation to son's education, first and present occupation) with those of comparable set of data for Australia; implications for understanding of stratification in these two industrial countries. Source of data - National sample of 1441 adult males in Australia together with Blau and Duncan's sample for US.

134 Jones, Mack H. The responsibility of the black college to the black community: then and now. Daedalus, 1971, 100(3), 732-744.

Discussion of extent to which black college in US has met the responsibility for which it was founded (black college has succeeded not only in developing among blacks the skills necessary for survival, but also in building a black nation); leading to argument that its apparent failure to achieve equal status for blacks is due to increased white oppression resulting from successful execution of its tasks, and that its failure lies rather in omitting to redefine its goals in the light of changed conditions; basis for outline of contemporary responsibilities of black college to its community (must create a new political consciousness among blacks that will lead to a common ideology and promote understanding of black predicament in international context).

135 Jones, Ruth S. Teachers as agents of political socialization. *Education and Urban Society*, 1971, 4(1), 99-114.

Position that primary goal of political socialisation is creation and maintenance of responsible, informed and participating citizenry, and presentation of model of political socialisation process, and role of teacher in it (specific elements are that controversial issues be dealt with extensively, that issues be real and relevant to students, that teachers feel free to enter all aspects of controversy, that teachers take approaches that are consistent with goals of democratic ideals); basis for investigation of teachers' perceptions and attitudes towards areas of social and political controversy, with consideration of grade level, racial composition of school, and teacher variables (age, length of teaching experience, seminar experience with topics related to social controversy and change, sex, area of residence, field of training, level of degree); implications for implementing student action programmes. Source of data - Sample of 123 teachers from 14 schools in one community in US.

136 Kagan, Jerome A conception of early adolescence. *Daedalus*, 1971, 100(4), 997-1012.

Position that early adolescence may be viewed as a psychological stage (characterised by emergence of competence to examine logic and consistency of one's beliefs, which is dependent on biological change and is catalysed by experiences that confront adolescent with phenomena not easily interpreted within existing ideology, the particular experiences involved varying in different cultures); leading to analysis of means for resolving ideological conflicts (motives may be viewed as forming hierarchies and conflict resolution as depending on presence of dominant motive to actualize competition amongst motives, irrespective of particular issues involved), and discussion of reasons for failure of American adolescents today to resolve uncertainty over contemporary issues of sexual adequacy, interpersonal power, autonomy of belief and action and acceptability to peers (both school and parents have failed to provide the belief in and motivation for academic success which represented a dominant motive for earlier generations, and adolescents' search for a substitute goal to replace school is only beginning); implications for means by which adolescents today can be motivated to resolve their problems and construct personal ideologies, with consideration of conflicts which future generations will be called upon to resolve.

Kagan, Jerome Jt. author See 182

137 Kamens, David H. The college 'charter' and college size: effects on occupational choice and college attrition. Sociology of Education, 1971, 44(3), 270-296.

Discussion of Meyer's theory, relating college prestige to student career allocation and commitment to college, proposing extension to include impact of organisational size on career intentions; tested in investigation of relation of college size with career intentions and dropout respectively, in both specialised and nonspecialised colleges, taking account of ability, aptitude, sex, social class and performance, with consideration of uniqueness of American situation; implications for further research on features of wider social order that affect social definitions and status allocating functions of colleges. Source of data - Reanalysis of data and follow-up study on 1,665 (follow-up 946) students from 99 colleges in US.

138 Kandel, Denise B. Race, maternal authority, and adolescent aspiration. American Journal of Sociology, 1971, 76(6), 999-1020.

Critique of arguments concerning disorganisation of black family, its matriarchal structure and negative educational consequences for black adolescents, in particular boys who are deprived of an adult male role model and receive less encouragement from mothers than girls (grounds that causal links derived from inadequate evidence, and that interactional and structural aspects of matriarchy are often confounded); basis for investigation of patterns of interaction (parental authority, communication between parent and child, parental support, affective quality of relationship, identification) in relation to matriarchy (structural aspects: intact/mother-headed, interactional aspects: maternal dominance even when father present) among comparable black and white families, with consideration of social class of family and sex of child; also investigation of relation of matriarchy (intactness of family, maternal patterns of authority) with maternal educational aspirations for sons and daughters respectively, and with adolescent's educational behaviour (college aspirations, school performance, interests) in black as compared with white families, with consideration of social class and of adolescent's joint relationship to his parents; implications for further research into factors outside family which contribute to low educational attainment of blacks. Source of data - Sample of 1683 black and white working class students in one comprehensive school, and their mothers, in US.

139 Katz, F. M. and Arbib, P. S. The ideal student: role definitions by students and staff. Universities Quarterly, 1971, 25(3), 277-288.

Presentation of a symbolic interactionist position that persons enter into and act in social situations in terms of their perceptions of what is required of them in a given situation, noting the possibility of conflicting role definitions; basis for comparison of student role definitions of entering and later year students and expectations of student role by university staff; implications for educative process at universities (divergence between student and staff definitions of student role is such that each group will act in terms of different collective perceptions, but essential for communication that each become aware of perceptions of the other). Source of data - Samples of students and staff from 3 universities in Australia.

140 Katz, Michael B. From voluntarism to bureaucracy in American education. Sociology of Education, 1971, 44(3), 297-332.

Analysis of four organisational models (voluntarism, corporate voluntarism, democratic localism, and incipient bureaucracy) by means of data from 19th century educational history, with consideration of important distinguishing dimensions (size, control, professionalism and finance) of these models; basis for discussion of relation between study of organisations and societal values (importance of organisation derived from mediating position between social structure and social change).

141 Katz, Michael B. The present moment in educational reform. Harvard Educational Review, 1971, 41(3), 342-359.

Argument that we are now experiencing a third major movement for educational reform in American history (following those of the mid 19th century and of the progressive period); background to comparison of current proposals for reform with historical models of educational organisation (paternalistic voluntarism, corporate voluntarism, democratic localism and incipient bureaucracy - the contemporary form of latter is incipient technocracy), emphasising that all stress structural changes, particularly the need to alter the political basis of educational control, but the direction of the movement today emphasises decentralisation rather than centralisation as a means of reform; leading to consideration of irreconcilable differences between those who currently support the technocratic reform model and the democrats who emphasise community control, using data on events of New York teacher strike to illustrate the dilemmas posed by community control (incompatibility of community control with freedom of teacher as professional and with aim of integration, and problem that liberation of pedagogy is not automatically associated with shift in power from the bureaucracy to the people); implications for future of contemporary radicalism and suggestions for reformers (educational theory should define strictly educational tasks and schools should concentrate on these, recognising that radical reformulation of educational objectives requires a radical restructuring of educational forms).

Kawwa, T. Jt. author See 218

142 Kelsall, R. Keith, Kuhn, Annette and Poole, Anne The young science graduate. Universities Quarterly, 1971, 25(3), 353-368.

Investigation of characteristics of the young science graduate (interrelations amongst school and university attended, social class background, academic qualifications, occupational and educational aspirations and achievement, career since graduating in industry/education, satisfaction with relevance of training for career, job perceptions, work at home/abroad and long term plans) as compared with graduates from other faculties; implications for policy. Source of data - Sample of 2,690 male graduates gaining first degree in science and graduates in other subjects in 1960 (studied 1966) from universities in Great Britain.

Kendall, Francoise Jt. author See 261

143 Kessin, Kenneth Social and psychological consequences of intergenerational occupational mobility. American Journal of Sociology, 1971, 77(1), 1-18.

Discussion of theoretical and operational problems in study of mobility, stressing a major methodological deficiency in this field (failure to control prior and present SES simultaneously), and review of previous research findings, focussing on studies relating individual mobility to participation in informal groups and to variations in levels of emotional adjustment; basis for investigation, using dummy variable multiple regression analysis based on current and past SES, of effects of mobility on integration (frequency and extent of participation in communal, friendship and familial relationships) and emotional adjustment (psychosomatic symptoms, manifest anxiety), with consideration of effect of degree of mobility; leading to comparison with data from other research, and discussion of extent to which findings support dissociative or compensatory hypotheses (mobility is a disruptive process v compensates for preceding emotional and interpersonal difficulties), with consideration of effect of different contexts in which mobility occurs. Source of data - Sample of 546 adult males from one suburb in US.

144 Kienitz, W. On the Marxist approach to comparative education in the German Democratic Republic. Comparative Education, 1971, 7(1), 21-31.

Discussion of Marxist approach to comparative education, in contrast with both bourgeois comparative education and other subdisciplines within education, viewed as resting upon special laws of social development and principles which are valid for all socialist countries; background to analysis of subject matter and tasks of Marxist comparative education (process of education is socially determined and must be studied in concrete historical and social context; centres around contemporary educational processes without neglecting historical origin or impact of dynamics of history on them; there is close contact with other branches of science; comparative education is not a matter of mere description but deals with specific processes in a country as forms of general laws of development, clarifies them from the context of the relevant situation in social developments and evaluates them in accordance with appropriate criteria; attention is paid to three main groups of countries: socialist, highly industrialised and developing countries; in working out its theoretical and methodological foundations, and developing instruments, must take needs of comparative aspect of educational research as a whole into account); also description of organisation, stage of development and concrete results of comparative education research in German Democratic Republic, mainly in author's own institution, stressing policy of concentrating on problems of urgency in building up socialism and of practical value for progress in schools.

145 Kinnie, Ernest J. and Sternlof, Richard E. The influence of nonintellective factors on the IQ scores of middle- and lower-class children. Child Development, 1971, 42(6), 1989-1995.

Argument that nonintellective factors (familiarity with usual test examiner who is often middle class, familiarity with language and materials used on tests and familiarity with test-like situations) may be partly or wholly responsible for differences in the intelligence test scores of different socioeconomic and ethnic groups; tested in investigation of performance of children on an individually given intelligence test (WPPSI) under four experimental conditions between original testing and retesting (control condition: children simply tested twice in absence of intervening experimental treatment; examiner familiarisation condition: between tests children developed a friendly relationship with adults; test familiarisation I: between tests children given exercises designed to increase familiarity with language of WPPSI in test-like situations; test familiarisation II: as previous test but language and materials used not directly related to WPPSI); implications for future research into other nonintellective factors, and for administration of tests to preschool children. Source of data - Sample of 123 children (ages 4-5), comprising middle class white, lower class white and lower class negro subgroups, from nursery schools in US.

Kirst, Michael W.	Jt. author	See 117
Klassen, Bernard	Jt. author	See 032
Kleindorfer, George B.	Jt. author	See 156

146 Kleinfeld, Judith 'Sense of fate control' and community control of the schools. *Education and Urban Society*, 1971, 3(3), 277-300.

Analysis of issues relevant to interpretation of findings of Coleman Report on the relation of achievement to sense of fate control amongst blacks (findings have been used to support argument that community control of schools will increase black students' school achievement by increasing their sense of fate control, but bearing of these findings on this issue is open to question on grounds of lack of congruence between Coleman's fate control variable and meaning of concept as employed in community control policy debates, and validity of Coleman's Sense of Fate Control Scale); leading to investigation (using factor analysis) of dimensions of beliefs about fate control; also investigation of relation between individual dimensions (internal/external control, academic self concept and self esteem) and academic achievement; implications for educational policy. Source of data - Sample of 166 black students (eleventh and twelfth grades) at one all-black, low socioeconomic status school in US.

147 Kogan, Maurice Education research: America's lesson. *New Society*, 1971, 454, 996-997.

Description of organisation of educational research in America as it emerges from recent OECD review, with special reference to administrative disjunctiveness, autonomy of university research centres, and creation of federal and regional institutions to apply findings of research to work in the schools; implications for British situation in terms of government policy and the professional position of teachers.

148 Kohlberg, Lawrence and Gilligan, Carol The adolescent as a philosopher: the discovery of the self in a postconventional world. *Daedalus*, 1971, 100(4), 1051-1086.

Outline of alternative views of adolescence (marginal role v developmental stage) which have emerged since turn of century, and argument that new image of adolescent is required to take account of contemporary counterculture (which involves not merely rejection of content of adult society but questioning of reality of adulthood and social order); background to analysis of adolescence in 1950s and 1960s, in terms of interplay amongst Piaget's stages of cognitive development, stages of moral development and Erikson's stages of ego development (phase of relativism associated with acquisition of formal operations is a transitional stage in move from conventional to principled morality whose resolution is dependent upon resolution of identity crisis); leading to reassessment of situation in the light of data collected in 1970s (phase of relativism appears to have become a stable pattern characterised by low commitment and identity diffusion, which is attributable to the fact that, even before adolescent questioning emerges, adolescent is now faced by two cultures and their alternative ideologies); implications for education (high school must provide curricula which promote development of logical and principled moral thinking rather than presupposing them, and which afford experience meaningful in terms of adolescents' search for identity).

Kohlberg, Lawrence Jt. author See 259

149 Kohn, Melvin L. Bureaucratic man. New Society, 1971, 474, 820-824.

Investigation of assumption that bureaucracy makes for unthinking conformity, in terms of relation of hierarchical organisation (perceptions of number of formal levels of supervision) with individuals' values (self direction v conformity), social orientations (intolerance v open-mindedness, criteria of morality, stance towards change) and intellectual functioning (flexibility in problem solving), with consideration of type of organisation and status in organisation; leading to discussion of factors (individual social background, recruitment practices and work conditions) in the social-psychological impact of bureaucratisation. Source of data - National sample of 3,101 adult males employed in civilian jobs in US.

150 Kohn, Melvin L. Bureaucratic man: a portrait and an interpretation. American Sociological Review, 1971, 36(3), 461-474.

Discussion of assertion that bureaucracy makes for unthinking, literalistic conformism; tested in investigation of relations of hierarchical structure of authority in organisation (number of formal levels of supervision, taking account of size of organisation) with values (self direction v conformity in work), social orientations (authoritarian conservatism, criteria of morality and stance towards change) and intellectual functioning (performance on tests and interviewer estimates) of workers, taking account of social class and education; leading to discussion of process by which bureaucratisation exerts its social-psychological impact (differential recruiting policies v occupational conditions). Source of data - National sample of 3,101 adult males in US.

Krausz, Moshe Jt. author See 006

151 Krohn, Roger G. Conflict and function: some basic issues in bureaucratic theory. British Journal of Sociology, 1971, XXII(2), 115-132.

Critique of conflict and functional perspectives in the study of bureaucracy, as represented by monographs of Dalton and Crozier (both take the goals of the formal organisation for granted, relying on concept of informal organisation to explain behaviour which does not fit the model, but present 'counter images' of organisational reality - for Dalton the vertical clique and for Crozier the horizontal occupational group is the basic structure); leading to presentation of alternative view of actual structure behind model as a series of employment relations with the same employer, subtypes of such relations being generated within each organisational level and sector, and subtypes among organisations similarly, two of which are those described by Dalton and Crozier.

Kuhn, Annette Jt. author See 142

152 Kurokawa, Minako Mutual perceptions of racial images: white, black, and Japanese Americans. Journal of Social Issues, 1971, 27(4), 213-235.

Discussion of evidence concerning ways in which stereotypes operate to maintain prejudice (ethnopaulisms, or derogatory terms used by one ethnic group to describe another, determine the image of a person or group so labelled both to self and others), with consideration of inauthentic images of self which can result from acceptance of negative racial images; also discussion of challenge to assimilationism and conformity to white values, amongst those who advocate ethnic identity, as an age-related phenomenon; background to investigation of racial images (in terms of adjectives used to describe self and other perceptions) of whites, blacks and yellows as mutually and differentially perceived by different age groups (adults, college students and children); implications for effects of school integration on children. Source of data - Samples of 100 white, 100 black and 100 Japanese American adults, 100 college students of each racial category and a further 50 politically active Japanese Americans, and 100 children (fourth and fifth grade) in each racial category from 4 schools (2 white dominant and 2 racially mixed) in US.

LaBelle, Thomas J. Jt. author See 254

Ladd, Everett Carll Jr. Jt. author See 161

153 Lammers, Cornelius J. Student unionism in the Netherlands: an application of a social class model. American Sociological Review, 1971, 36(2), 250-263.

Application of modified Marxian view of class (viewing interclass relationships in terms of conflict of power interests, and considering social processes and cultural values that influence the spread of class-based ideologies), distinguishing between changes in market, work and status situations, to study of growth of student unionism in the Netherlands; proposal and test of a number of hypotheses viewing this phenomenon as the development of 'a class for itself', and explaining it in terms of social class origin, financial position, university size, participation in university activities and position in student status hierarchy; consideration of typicality of Dutch situation and applicability of model to student protest in general. Source of data - Secondary analysis of survey data and analysis of data on student voting habits in the Netherlands.

154 Land, Kenneth C. Significant others, the self-reflexive act and the attitude formation process: a reinterpretation. American Sociological Review, 1971, 36(6), 1085-1098.

Critique of Woelfel and Haller's model of influence of significant others on the formation of educational and occupational aspirations (grounds that full impact of theory of process of attitude formation is not realised because of inappropriate methods of parameter estimation); leading to respecification of relationships amongst variables in model (postulates two unobserved variables, termed 'significant others' status expectations' and 'student's ambition', allows measured mental ability to have a direct impact on significant others' status expectations, and allows father's occupational prestige to have a direct impact on academic performance); implications in terms of corroboration of 'factor' interpretation of these variables (as compared with Woelfel-Haller specification which treats each variable as having causal significance), strategic importance of exogenous variables in interpretation of simultaneous equation sociological models, and comparison with other work on peer influence on aspirations, stressing need for sociologists to draw on general statistical literature for estimation procedures appropriate to more sophisticated theory now being employed.

Lee, Gloria L.	Jt. author	See 119
Lepper Carolyn	Jt. author	See 063

155 Leslie, Larry L., Levin, Joel R. and Wampler, David R. The effect of preservice experience with the disadvantaged on first-year teachers in disadvantaged schools. Education and Urban Society, 1971, 3(4), 398-413.

Discussion of assumption that teacher education programmes for teachers of the disadvantaged improve the effectiveness of such teachers, with special reference to desirability of including practical experience as an element in their training; latter point tested in investigation of effects of preservice experience (varying degrees of exposure) on attitudes to students, with consideration of extent to which principals observe these effects, and of a range of variables (classroom climate and control, amount of teaching experience, teacher adequacy and self perception, relevance of college training, student readiness to learn, attitudes and values of students, physical conditions of disadvantaged, need to treat all children alike regardless of disadvantage). Source of data - Sample of 121 first year teachers of the disadvantaged and their principals from one state in US.

156 Levin, Henry M., Guthrie, James W., Kleindorfer, George B. and Stout, Robert T. Capital embodiment: a new view of compensatory education. Education and Urban Society, 1971, 3(3), 301-322.

Presentation of conceptualisation of equality of educational opportunity, in terms of 'capital embodiment', which affords basis for more effective compensatory education (differences in opportunity among individuals from different socioeconomic levels represent differences in capital invested in them and, in lower SES levels where parental investment is low, one may calculate the added school investment needed to place low SES children on a par with more advantaged peers); implications for school finance (raising, allocating and administering required funds).

Levin, Joel R.	Jt. author	See 155
Levine, Janet A.	Jt. author	See 182
Lewis, D. G.	Jt. author	See 125

157 Lewis, Lionel S. The selling of an academic. New Society, 1971, 441, 393-395.

Discussion of research exploding myth of meritocratic advancement in universities, drawing on data concerning American universities; background to analysis of letters of recommendation written in recent years for British academics by British academics, distinguishing between letters written for dimly remembered students, those with whom a professional relationship has been established and those with whom a personal relationship has been established. Source of data - Sample of 57 letters for 33 candidates for appointment to one university in England.

158 Liebman, Arthur The student left in Puerto Rico. Journal of Social Issues, 1971, 27(1), 167-181.

Investigation of correlates (father's party preference, student religiosity and religious identification, field of study and academic performance) of student leftism in Puerto Rico, and comparison with data concerning American students; leading to discussion of University Federation for Independence (FUPI), viewed as organisational embodiment of Puerto Rican New Left and student movement (FUPI failed initially to attract student membership because opposed to dominant political norms, lacked base of support since students unwilling to risk present status and future career, and high level of moral commitment required discouraged mass membership, but recently, although this situation has not changed, external events have engendered greater support for FUPI); implications in terms of increasing student militancy and bitter political struggle. Source of data - Sample of 577 students and a small group of student activists at one university in Puerto Rico.

159 Light, Richard J. and Smith, Paul V. Accumulating evidence: procedures for resolving contradictions among different research studies. Harvard Educational Review, 1971, 41(4), 429-471.

Discussion of problems for systematic accumulation of knowledge in educational research arising from the conflicting conclusions emerging from similar studies, and outline of approaches in current use for combining studies, drawing on educational examples to illustrate the disadvantages of each; background to proposal of cluster approach as means for determining whether findings are genuinely contradictory or only apparently so, and for combining them when appropriate to do so (cluster defined as the smallest natural unit in the educational process which is available in the data, distinguishing five ways in which clusters may vary: means of variables, variance of variables, relation between independent and dependent variables, subject/treatment interactions, contextual effects); implications in terms of value of approach for drawing inferences from research and for choice among policy alternatives.

160 Lincoln, C. Eric The negro colleges and cultural change. Daedalus, 1971, 100(3), 603-629.

Overview of ideals guiding founders of negro colleges, following end of slavocracy in US (above all, negro colleges should be an agency of moral uplift for negro race); leading to discussion of extent to which negro colleges have realised ideals of their founders (full potential has not been achieved, although colleges have produced and sustained an educated class of black professionals despite continuing discrimination, and have created a critical self awareness and a perspective for freedom amongst blacks); implication that negro colleges should capitalise on their achievements to date, by planning for complete emergence of black estate, in the interests of all Americans (possible means would be development into system of national colleges).

Lindquist, John D. Jt. author See 024

161 Lipset, Seymour Martin and Ladd, Everett Carll Jr. College generations and their politics. New Society, 1971, 471, 654-657.

Analysis of alternative theories (individuals gain and retain a frame of reference from decisive events of period when they first come to political consciousness v individuals move with age from political extremes to centre) from viewpoint of predicting future political commitments and behaviour of cohort who experienced radical campus politics of 1960s, drawing on comparisons of data on political views of 1930s generation of radicalised college students with later (1947) opinion surveys of adults at college in 1930s, and of data on political views of faculty in 1955 and 1969, taking account of historical slope of political attitudes towards a more liberal position and particular issues involved (dominant v non-dominant in college years).

162 Little, Alan A sociological portrait: education. New Society, 1971, 482, 1245-1248.

Argument that available evidence suggests that education serves less to equalise opportunity by improving life chances and earning power of the clever but unprivileged, than to reinforce an individual's existing genetic and social capacities; also overview of further research supporting position that education lacks the impact commonly attributed to it not because policies are inappropriate, but because factors in the wider social structure curtail and limit their impact.

163 Little, Alan, Mabey, Christine and Russell, Jennifer Do small classes help a pupil? New Society, 1971, 473, 769-771.

Investigation of extent to which educational performance (group reading test) is improved by reduction of class size (35-40 to 31-34 children), with consideration of other factors (EPA rank of school, nationality, social class and cultural stimulus at home); implications for staffing and for deployment of teachers (improved staff/pupil ratios could be better used for such things as promoting parental interest and involvement, and new methods, such as team teaching, within existing ratios, might be more useful than reducing class size, per se). Source of data - Sample of children (ages 8-9 years) from schools in one LEA in England.

164 Love, Robert S. The economic effects of the Open University. Universities Quarterly, 1971, 25(4), 435-445.

Argument that the diversity of backgrounds of students at the Open University, by contrast with those at other universities, raises particular problems for assessing costs and benefits; background to analysis of types of students enroling in Open University (those for whom graduation will make a material difference/those for whom it will not/those not seeking to graduate who may subsequently enrol/those who drop out), types of costs and benefits for different types of students, and ways of modifying rate of return approach to measurement to take account of the factors involved.

Lunn, Joan C. Barker Jt. author See 165

165 Lynn, R. and Hampson, Susan L. Streaming in the primary school: a critique ..., with a reply by Joan C. Barker Lunn and Jill M. Tarryer. Educational Research, 1971, 13(2), 146-150.

Critique of Barker Lunn and Tarryer's two reports on streaming in primary schools (National Foundation for Educational Research, 1967, 1970), with special reference to inconsistency of results of the cross-sectional and longitudinal studies, differences in measures of social class used for matching schools, inappropriateness of assuming equivalence of parallel achievement tests, and of using reading scores for estimating intelligence and of employing method of residual gain which, by favouring unstreamed schools, produced distortion in results; authors' reply, explaining misconceptions on which they believe criticisms to be based.

Lytton, H. Jt. author See 101

166 Lytton, Hugh Observation studies of parent-child interaction: a methodological review. Child Development, 1971, 42(3), 651-684.

Presentation of analysis of features of observation studies of parent/child interaction (subjects, setting and duration of observation, structured/unstructured, parent and child variables, method of recording, aim of investigation) published 1945-70; also discussion of methodological problems characteristic of this field of study (amount of control it is necessary and desirable to exercise over behaviour and stimuli, amount and kind of primary data recorded, use of summary variables as a structure in terms of which raw data are interpreted, range and type of behaviour sampled, reliability and validity of data, problems of acceptability to parents of observation in the home); implications for future research in this area (need for observation to supplement or replace secondhand data in order to reduce distortion and need to investigate further the reciprocal relationship between parental behaviour and child's personality, rather than assuming a one way process, using a combination of interaction study techniques with a genetic approach).

Mabey, Christine Jt. author See 163

167 Macdonald, B. and Rudduck, Joan Curriculum research and development projects: barriers to success. British Journal of Educational Psychology, 1971, 41(2), 148-154.

Analysis of problems in experimentation and implementation in curriculum research, when aim is sensitivity to diverse educational settings and autonomy of decision makers at different levels in system, stressing need to study range of environments in which programme will be located, and need to ensure that nature of enterprise is fully understood by all participants, if dilution and distortion of programme over time are to be avoided.

McFarlane, Paul T.	Jt. author	See 012
McHugh, Peter	Jt. author	See 027

168 McKinlay, John B. Before involvement: some questions for the attention of medical sociologists. British Journal of Sociology, 1971, XXII(3), 311-321.

Discussion of four basic questions raised by medical educators' request for widespread involvement of behavioural science resources in medical education (medical educators' expectations of medical sociologists, safeguards to guarantee medical sociologists a meaningful role in decision making process regarding medical curriculum, by whom and under what administrative arrangements medical sociology will be introduced, adequacy of supply of researchers and teachers); leading to outline of views concerning future relationship between medicine and behavioural science as bodies of knowledge.

169 Mackler, Bernard Where do we go from here? Education and Urban Society, 1971, 3(4), 414-424.

Argument that integration of schools is less appropriate at this stage, as means of achieving democratic goals, than community control (integration must be a joint decision, but blacks are still dominated by white bureaucrats, egalitarianism can come only if blacks are given the opportunity to educate their young as they see fit - hence black adults should have charge of their own schools if blacks are to achieve equality of status, and if genuine integration is to become possible).

170 McNeil, Kenneth and Thompson, James D. The regeneration of social organizations. American Sociological Review, 1971, 36(4), 624-637.

Presentation of an index of the rate of regeneration (rate of change in ratio of newcomers to veteran members, this rate varying as a joint function of attrition and growth or shrinkage) for comparing social organisations containing multiple cohorts, distinguishing between different levels and types (traditional-ascriptive v complex formal-achievement) of organisation; background to consideration of some of the consequences of differences in the rate of regeneration, and of methods adopted by organisations to guide the regeneration process, for recruitment, socialisation activities and problems of coordination and conflict resolution, drawing on faculty data from two American universities, viewed as complex formal organisations in periods of growth; implications for relevance of ideas to other social contexts (family, nation-state, city).

Magoon, A. Jon Jt. author See 177

Marrett, Cora Bagley Jt. author See 102

171 Marsland, David Objectives and influences in higher education: the colleges of education. Universities Quarterly, 1971, 25(4), 408-417.

Position that effectiveness of colleges of education, soon possibly to disappear, has been little investigated, and proposal that own prior findings on attitude change amongst college of education students (general increase in progressivism and decrease in professional commitment, but identified positive and negative deviant minorities who respectively move towards higher commitment and away from progressivism) suggest an approach for studying structure of influence operating in college; background to interpretation of data concerning correlates of deviant statuses (posits a specifically professional network and subculture, membership of which is apparently associated both with substantial enjoyment of and satisfaction with course and with desirable socialisation outcomes, ie minimisation of negative deviance and maximisation of positive deviance, and contrasts with alternative academic subculture in this respect); leading to discussion of role model identification of student teachers as significant factor in teacher socialisation, distinguishing between 'apprentice' and professional modes of socialisation (beneficial correlates in socialisation outputs are maximised by identification with member of lecturing staff of college, but identification with serving school teachers as result of school practice has negative correlates); implications for policy regarding future of colleges of education (criticism of colleges may be seen as resistance to professionalism, and such an orientation favours replacement of colleges by a system in which student teachers become 'merely' undergraduates in nonspecialist institutions, and their training reverts to apprentice mode of 'sitting next to Nellie') and for further research (need for investigation of prerequisites of specifically professional education, and effectiveness of alternative modes of influence by educational organisations).

172 Martin, Edward C. Reflections on the early adolescent in school. Daedalus, 1971, 100(4), 1087-1103.

Personal reflections on early adolescents in school in US, drawing on experience of teaching in junior high school as contrasted with prior experience in high school (early adolescent is characterised by physical liveliness, unbridled enthusiasm, capability for depth, beginnings of discontent, responsiveness to touch); leading to analysis of adolescents' attitudes to their junior high schools (those schools enhance their pupils' disorientation by isolating the age group from others, but young adolescents see school and school work as important, enjoy contacts with peers, and are only just beginning to question the authority of the adult); implications for change in society and in junior high schools (need for greater involvement of adults in lives of children, for greater social responsibility on part of children, and for classrooms where there is social justice and where teachers care about and are committed to their pupils and their work).

173 Martin, Roderick The concept of power: a critical defence. British Journal of Sociology, 1971, XXII(3), 240-246.

Critique of current definitions of power (conflict and consensus approaches are less adequate than Buckley's cybernetic approach, which views power as property of a relationship, and posits that 1. power serves as a signal, 2. signals have meaning only in terms of actors' frames of reference, 3. relevant frame of reference is that of subordinate actor); also discussion of conceptual and methodological problems in measurement of power (approaches such as the reputational and event analysis methods employed in studies of community power focus on 'real life' situation, and thus have more sociological relevance than laboratory-based small group studies, although lacking methodological rigour); leading to presentation of the communication-exchange-coalition approach, supplementing exchange theory by drawing on Raven's model of bases of power and Emerson's analysis of strategies for avoiding dependence to explain how individual exchanges are transformed into social exchanges; implications for study of differential access to life chances and hence for social stratification.

Marwell, Gerald Jt. author See 059

174 Massialas, Byron G., Sprague, Nancy Freitag and Sweeney, Jo Ann Traditional teachers, parochial pedagogy. School Review, 1971, 79(4), 561-578.

Position that schools, in the current value conflict in the US, have a responsibility to equip students for critical examination of social issues; background to investigation of relation between teacher attitudes (strength of belief in traditional sociopolitical values) and teaching of controversial social issues (willingness, time and resources accorded to task, and ability to distinguish fact from opinion); also investigation of relation of belief in such values with demographic and personal variables (sex, tenure status, rural/urban community in which teaching, teacher's level of education beyond bachelor's degree, age, residence in community served by school or elsewhere, undergraduate major, college attended for bachelor's degree); implications for training teachers for this task, or for identifying and diverting from teaching those who hold inappropriate values which are not susceptible to change. Source of data - Sample of 493 teachers in secondary schools in one state in US.

Matheny, Adam P. Jr. Jt. author See 278

175 Mathieson, M. and Whiteside, M. T. The secondary modern school in fiction. British Journal of Educational Studies, 1971, 19(3), 283-293.

Outline of treatment of school in fiction since 19th century, with special reference to differences in treatment of secondary modern and grammar school since second world war; background to discussion of attitudes of teachers in selected novels concerning secondary modern school (all hold romantic views of childhood and teaching, and feel their idealism to be threatened by working class culture of pupils) and validity of these novels as social comment (naive as expression of despair concerning educability of working class, but more valid in reflecting confusion over position of secondary modern school, and indicating factors involved in this confusion).

176 Mauss, Armand L. The lost promise of reconciliation: New Left vs. Old Left. Journal of Social Issues, 1971, 27(1), 1-20.

Overview of papers in special issue of journal on the New Left and the Old Left; leading to analysis of similarities and differences between Old and New Left, viewed as an ideological rather than a chronological generation gap, in terms of distinctions in relation to social roots and orientations (origins, manifest motivations, presumptive allies and constituents, heroes and models from elsewhere, enemies and bêtes-noires), political positions (general ideological features, views of government and its functions, of foreign policy, of race relations, of role of college campuses and chief indictments of status quo), strategy and tactics (loci of recruitment and acceptable acts and tactics) and representative personalities and their forums (past and present personalities, publications, organisations and aggregates); implications for future of New Left, distinguishing between expressed opinions of New Left, Old Left, and Centre and Right (all seem to agree that movement has passed its apex and may be on the road to oblivion, though some decry this more than others).

177 Maw, Wallace H. and Magoon, A. Jon The curiosity dimension of fifth-grade children: a factorial discriminant analysis. Child Development, 1971, 42(6), 2023-2031.

Investigation of the curiosity dimension in terms of extent to which affective, cognitive, personality and social characteristics differentiate between children rated highly/less curious by parents and peers, with consideration of sex differences in high/low curiosity groups; implications in terms of socialisation into sex role types, and recommendation that affective development be fostered by changing learning environment of low-curiosity children to develop their sense of self worth and encourage them to explore the world around them. Source of data - Sample of 416 white middle class children (fifth grade) from suburban schools in US.

178 Meeker, Robert J. and Weiler, Daniel M. A new school for the cities. Education and Urban Society, 1971, 3(2), 129-243.

Presentation of a replicatable model for the design of a new school to reform urban education (comprising a student job programme, a study programme and a progress evaluation programme, specific programme features representing a response to socioeconomic conditions of community to be served), and operational specifications to translate model into concrete plans (size and distribution of student body, other student population characteristics, physical plant design, curriculum, staffing, operation of school, relations with community, governance, timing and cost aspects).

Merritt, Anna J. Jt. author See 179

179 Merritt, Richard L., Flerlage, Ellen P. and Merritt, Anna J. Democratizing West German education. Comparative Education, 1971, 7(3), 121-136.

Discussion of extent to which curricular and structural change in West German educational system have made the system an effective agent for democratisation of postwar West German society (marginal change only was acceptable immediately postwar but, although up to mid-'60s at least its impact seems doubtful in that change towards democratic orientations did occur but is not necessarily causally related to educational change, the evidence nevertheless suggests that the marginal adjustments can now be seen to have contributed to a set of circumstances conducive to more extensive structural change).

180 Meyer, Marshall W. Harvard students in the midst of crisis. Sociology of Education, 1971, 44(3), 245-269.

Critique of alternative explanations of student unrest (cabal theory stressing influence of troublemakers and tinderbox theory) on grounds that they discount the existence of highly structured belief systems which shape attitudes to events within the university, in relation to events outside it, and hence support for militancy is mobilised by reference to underlying beliefs, illustrated by study of change in student attitudes in relation to political beliefs during disturbances at Harvard University; implications for theories of collective behaviour. Source of data - Sample of 937 students from 3 schools of Harvard University in 1969 in US.

Millham, Jim Jt. author See 128

181 Milner, David Prejudice and the immigrant child. New Society, 1971, 469, 556-559.

Overview of American research on formation of racial attitudes in childhood (points to developmental sequence common to majority (white) and minority (black) children, but having different consequences in that minority group child often encounters social colour values which devalue his group identity, and may initially develop preference for majority group and only later come to identify with own group), and discussion of applicability of model to British situation; tested in investigation of racial identification preferences of white and coloured children, with consideration of differences between West Indians (who desire acceptance by whites) and Indians and Pakistanis (who wish to maintain an independent culture), and taking account of age, sex and number of immigrants in schools. Source of data - Sample of 400 children (ages 5-8) in schools in England.

182 Minton, Cheryl, Kagan, Jerome and Levine, Janet A. Maternal control and obedience in the two-year-old. Child Development, 1971, 42(6), 1873-1894.

Outline of issues that can be addressed by analytic description of mother/child interaction (affords data relevant to hypotheses concerning early socialisation, to continuing validity of established view that maternal behaviour varies according to educational level in terms of egalitarianism/authoritarianism, and to belief that rebelliousness of contemporary youth is attributable to overly permissive parental practices); leading to investigation (using observation methods) of socialisation routines in the home (sequences of interaction following child request, child violation, maternal anticipation of violation, maternal command) of mothers with young children, with consideration of sex of child and parental social class, and of relations amongst interaction variables; also comparison with findings in earlier laboratory studies with same children; implications in terms of parental goals and theories of child rearing. Source of data - Sample of 90 children (age 2) and their mothers in US.

183 Mitchell, Robert Edward Some social implications of high density housing. American Sociological Review, 1971, 36(1), 18-29.

Critique of previous research on effects of housing density (grounds of need to clarify meaning of density and other physical features of housing, need for wider variation in density situations studied, for statistical control of confounding influences, and for better measures of deleterious effects on individual and family); background to investigation of effects of high density housing (physical features: floor space in relation to number of people in dwelling unit and number of people per bed, number of rooms, amenities; social features: number of households and people in dwelling unit, floor level of unit, kinsmen/nonkinsmen sharing unit) on attitudes toward housing, emotional strain (happiness v worry, psychosomatic symptoms) and family relationships (husband/wife and parent/child relations) in urban areas in Hong Kong; implications for social problems of youth in slum communities around the world. Source of data - Samples of 3,966 people (age over 18) from urban areas, 561 husband/wife pairs, 2,631 individual spouses, and 10% of all pupils (forms 3 and 5) in Hong Kong.

Moan, Charles E.	Jt. author	See 212
Moore, Shirley G.	Jt. author	See 246

184 Morris, Brian Reflections on role analysis. British Journal of Sociology, 1971, XXII(4), 395-409.

Overview of analyses of role, role conflict, adaptation to role conflict, and related notions, with aim of clarifying the 'reigning confusion'; leading to argument that there is a common theoretical perspective on role conflict amongst writers (tripartite conception of role in terms of structurally given role expectations, members' role conceptions and role performance, together with a further concept encompassing modes of adaption), and that this model can account for the changes in role conceptions of individuals in or entering organisational settings evidenced in empirical studies of teachers (relates modes of adaption to situations defined in terms of congruence/incongruence between the three elements of role).

185 Morse, Stanley J. and Peele, Stanton A study of participants in an anti-Vietnam war demonstration. Journal of Social Issues, 1971, 27(4), 113-136.

Presentation of conceptual scheme for relating political action and individual nationalistic attitudes (prediction that activists would 1. feel general positive affect for nation, 2. perceive way national system operates as diverging from ideal conception and 3. view national role as highly salient and as involving active participation in political process); basis for investigation of socioeconomic characteristics (sex, race, age, subject in which majoring, academic aspiration and achievement, socioeconomic background) and political attitudes (national feelings, national role conceptions, political alienation and efficacy, radicalism, affect towards national symbols) of student demonstrators as compared with nonstudent demonstrators, with consideration of extent to which demonstrators form a homogeneous group distinct from nondemonstrators; implications of findings (demonstrators had humanitarian and internationalistic rather than nationalistic concerns) in terms of inadequacy of authors' conceptualisation and need for further research. Source of data - Sample of 319 demonstrators and 91 nondemonstrators travelling to anti-Vietnam war rally in 1967, in coaches chartered by a peace organisation, in US.

Moss, Abigail Jt. author See 090

186 Mott, J. and Goldie, N. The social characteristics of militant and anti-militant students. Universities Quarterly, 1971, 26(1), 28-40.

Investigation of broad social characteristics which seem to distinguish activists from others, in terms of relation of student militancy with social class, expectations of social mobility, parental attachment, religion (congruence with parental religious belief), voting intentions (congruence with parents' political outlook, parental support for student's intentions), attitudes to education, political activities (degree of support, means preferred), with consideration of extent to which concentrations of militant/anti-militant students coincide with departmental structure of college; implication of finding (that social characteristics of militancy cut across departmental boundaries) in terms of 'militant' and 'anti-militant' types, as contrasted with view that family and college structures foster and reinforce distinctive patterns of values and social life, increasingly distinguishing students caught up in them from each other, and making organised action possible. Source of data - Sample of 220 students, studied at time of series of confrontations with own college and other authorities, from one college in England.

187 Mulkay, M. J. and Williams, A. T. A sociological study of a physics department. British Journal of Sociology, 1971, XXII(1), 68-82.

Analysis of academic reward system as an exchange process in which professional recognition depends upon publication of original and valuable research; basis for investigation of extent to which aspects of this process (policy of funding body, norms of university department, functioning of refereeing system, and strategies to which all these give rise) impinge on academics' role definitions (teaching/research), importance attached to rewards (monetary/professional recognition), and development of authority structure to support professional objectives of members of department. Source of data - Sample of one physics department in one university in Canada.

188 Murphy, Jerome T Title I of ESEA: the politics of implementing federal education reform. Harvard Educational Review, 1971, 41(1), 35-63.

Analysis of effectiveness of implementation of 1965 Elementary and Secondary Education Act, with special reference to Title I concerning disadvantaged, viewed as federally-initiated reform, in terms of origins of Title I, nature of agencies administering it, and working relationships between the US Office of Education, one state department (Massachusetts) and local school districts (distribution of power is such as not only to permit but even to encourage the dilution of reform); leading to description of recent efforts to make programme more responsive to needs of poor.

189 Murrell, Stanley A. Family interaction variables and adjustment of nonclinic boys. Child Development, 1971, 42(5), 1485-1494.

Investigation (using measures known to discriminate clinic and nonclinic populations) of relations between family interaction variables (stability of intrafamilial patterns, intermember interaction distribution, power patterns, family productivity, spontaneous agreement, choice fulfilment, decision making time, normality of functioning of family) and psychological adjustment, within the nonclinic population; implications for methodology (sensitivity of measures) and theory (whether findings on clinic families generalise to nonclinic populations). Source of data - Sample of 30 white families (fifth, sixth or seventh grade male child, nearest aged sibling and parents) in US.

190 Musgrove, F. A widening gap between students of science and arts. Educational Research, 1971, 13(2), 113-118.

Statement that value gap has been shown to exist between freshmen science/technology and language/social science students; leading to investigation (follow-up study) of changes in educational values after two years at university (objectives of ideal university: vocational v academic), with consideration of both overall trends and subsequent divergence/convergence between groups, and taking account of sex, specific field of study and industrial experience; comparison with American findings; implications in terms of possible value of general studies programmes for all students. Source of data - Sample of 433 students in 1968 (previously studied 1966) from one university in England.

191 Nabrit, S.M. Reflections on the future of black colleges. Daedalus, 1971, 100(3), 660-677.

Presentation of series of points relevant to issues concerning negro colleges (current enrolment patterns and economic difficulties, and future survival of private colleges; future of black public colleges in relation to white institutions of higher education; factors which may influence decisions as to future of both).

Nakamura, Charles Y. Jt. author See 238

192 Nash, Roy Camouflage in the classroom. New Society, 1971, 447, 667-669.

Argument that labelling mechanisms introduced by teachers to conceal child's rank in a streamed situation do not have intended effect of overcoming assumed effects of streaming on self worth; basis for investigation of congruence of children's perceptions of their ability positions and teachers' assessments, with consideration of extent of within class streaming and age of child; implication that once children learn their status they seek to maintain rather than change it. Source of data - Sample of 91 children (ages 8-11½) from one nonstreamed junior school in [? Scotland].

193 Nedler, Shari and Sebera, Peggy Intervention strategies for Spanish-speaking preschool children. Child Development, 1971, 42(1), 259-267.

Investigation of relative effectiveness of three strategies of early intervention (1. a planned bilingual programme designed to strengthen child's conception of self as worthy individual, develop sensory-perceptual skills, language skills and problem solving abilities, 2. a parental involvement programme, 3. a traditional day care programme where children develop at their own rate) in increasing language and communication skills of young Mexican-American children who speak little or no English. Source of data - Sample of 1. 16 children (age 3), 2. 14 parents, and 3. 14 children (age 3) from Mexican-American neighbourhood and poverty income bracket in US.

194 Oakley, Ann Sisters, unite. New Society, 1971, 441, 390-393.

Discussion of factors (method of acquiring sex roles, close relationship between women and their oppressors in adulthood, and tendency to focus public attention on won equalities) in women's unawareness of their under-privileged position in society in relation to men.

Olson, Frances Jt. author See 246

195 Overton, Willis F., Wagner, Janis and Dolinsky, Harriet   Social-class differences and task variables in the development of multiplicative classification.   *Child Development*, 1971, 42(6), 1951-1958.

Presentation of Sigal's findings that in free classification (determination of categories without need for consideration of their interrelationships) working class children perform less well than middle class children when task involves two dimensional pictures rather than three dimensional objects, and discussion of generalisability to multiplicative classification (simultaneous classification into two or more categories); tested in investigation of relation of performance on multiplicative classification task (using both pictures of objects and actual objects) with age amongst negro lower class and white middle class children, taking account of order of presentation of stimuli (pictures v objects first); leading to outline of alternative theories to account for social class differences in performance (activation of existing cognitive structures occurs later for working class children/ retardation in cognitive development of working class children); implications for further research. Source of data - Samples of 48 middle class white and 48 lower class negro children (ages 4-5, 6-7, 8-9) in schools in US.

196 Oxtoby, Robert   Educational and vocational objectives of polytechnic students.   *Universities Quarterly*, 1971, 26(1), 84-95.

Investigation of functions being served by polytechnics as compared with universities, in terms of educational and vocational objectives of polytechnic students, and requirements of ideal job or career, with consideration of course of study, entry qualifications, experience prior to entry, type of secondary school attended and social class, and also of data from other research; implications for future development of polytechnics. Source of data - Sample of 143 male first year students in science and engineering in one polytechnic in England.

197 Oxtoby, Robert   Top men at the polys.   *New Society*, 1971, 439, 306-309.

Discussion of office (executive/academic aspects) of Director of Polytechnic, and of qualities emphasised by Governing Bodies in making appointments; background to investigation of educational and career backgrounds of members of Committee of Polytechnic Directors; implications for development of individual polytechnics and hence for viability of government policy. Source of data - Documentary sources.

198 Page, Colin Flood Students' reaction to teaching methods. Universities Quarterly, 1971, 25(4), 418-434.

Critique of research into teaching methods in higher education which assumes that teaching method is most crucial variable in learning process (findings do not support this view, and failure to examine total situation reflects a view of education as a mechanical process and of students as passive objects in the situation); basis for investigation of students' opinions about different teaching methods, distinguishing between beliefs as to efficiency of each method and enjoyment of it, with consideration of experience of each method since O level, personality, and methods of current course; implications for 'liberalisation' of higher education so as to ensure that students enjoy their experience of education, viewed as important in maintaining interest in intellectual activity (few students like traditional pattern, but proper management might change student opinion, and this should be combined with more small group teaching). Source of data - Sample of 5 groups of higher education students comprising 91 from dentistry school, 27 reading English and 135 studying education in [? England].

199 Pahl, R.E. A sociological portrait: friends and associates. New Society, 1971, 477, 980-982.

Discussion of an interactionist approach to the understanding of group relationships, viewed as a social network comprising many levels and types of interaction between person and others, and distinguishing between lateral (home/work) and vertical (over time) aspects of relationships, and between the objective networks of such relationships and their subjective salience for the individual, with special reference to notions of reference individual and reference group, and to relevance of a distinction between public and private aspects of attitudes and behaviour.

200 Pape, G.V. The changing role of the primary head. Trends in Education, 1971, 21, 18-22.

Argument that traditional authoritarian stance of English headmaster is being challenged by demand for democratic participation in school decision making: background to description of courses (using inbasket and role playing techniques) developed to prepare London headteachers and their staffs for new roles; implications in terms of bringing practices of management training fully into sphere of education, and for measurement of behaviour modification resulting from such courses.

Parelius, Ann P.   Jt. author   See 072

Parelius, Robert J.   Jt. author   See 072

201 Parsler, R.   Some social aspects of embourgeoisement in Australia. *Sociology*, 1971, 5(1), 95-112.

Discussion of embourgeoisement thesis, in the context of the Australian situation; tested in preliminary investigation of social class differences in life satisfactions (home and family v wider interests), leisure companions (kin v neighbours), membership of voluntary associations, educational aspirations for children and work orientations, with consideration of effect when income is controlled.   Source of data - Sample of 572 workers (blue collar, white collar and middle class) in Australia.

Peele, Stanton   Jt. author   See 185

202 Peres, Yochanan   Ethnic relations in Israel.   *American Journal of Sociology*, 1971, 76(6), 1021-1047.

Analysis of ethnic relations in Israel, distinguishing relations between European and Oriental Jews (despite cultural diversity central role of religious symbols, economic expansion and struggle for survival has had unifying effect) from relations between Jews and Arabs (Jews provided Arabs with opportunities for modernisation and relations improved, but 1967 six day war was fatal blow to carefully balanced Arab identity); background to investigation of structure of ethnic relations in Israel before and after six day war, in terms of ethnic identity and relations among Jewish ethnic groups (social distance, stereotypes and prejudices, feelings of interdependence and desire for integration), Jewish attitudes to Arabs (hostility, social distance and effects of six day war) and Arab attitudes to Jews (social distance, attitudes to state of Israel and impact of six day war); implications for likelihood of reconciliation.   Source of data - Samples of 675 Jewish students from 117 secondary schools, and 51 of their parents; 450 adult residents of Tel Aviv; 500 Israeli Arabs, including 200 high school students (ages 14-18), 100 of their parents (ages 35-70), 100 working youth (ages 14-18) and 100 young adults (ages 20-35) in Israel.

203 Perry, L. R.   The vague and sophisticated wastage of teachers. *Universities Quarterly*, 1971, 25(2), 153-161.

Outline of problems in investigation of teacher training and wastage (notions of training are very vague, and records are lacking for thorough investigation of situation), and discussion of alternative ways of defining the situation, stressing that different definitions of training lead to different criteria of wastage; leading to argument that teacher training prepares students not only for teaching but also for other jobs, and research into career patterns of college of education students is a prerequisite for a realistic view of wastage and for appropriate policies.

204 Pettigrew, Thomas F. The role of whites in the black colleges of the future. Daedalus, 1971, 100(3), 813-832.

Analysis of past missions and accomplishments of black colleges in US (emergence of black middle class, repositary for data and materials concerning black experience, provision of advanced educational opportunity to talented black youth denied opportunity elsewhere) and their future (role as predominant source of black education is declining, while other missions remain); leading to argument that black colleges must secure a balance between black identity and participation in wider society (black studies could serve as models of relevant programmes of an interdisciplinary nature which would provide a basis for diverse cooperative arrangements between black and white colleges); basis for discussion of role of whites in future of black colleges (financial support involving both private support and lobbying authorities for realistic appropriations to black colleges, laying structural foundations for fruitful crosscampus cooperation and increasing supply of black Ph Ds, participation in black institutions as teachers and students), stressing that concern should be with modifying constraints on black colleges not with their governance.

Pink, William Jt. author See 206

205 Pitts, James P. Boycott participation and school organization memberships. Education and Urban Society, 1971, 3(4), 383-397.

Investigation of black nationalism (concern for racial solidarity), in terms of relation between membership of school organisations and activism (boycotts in support of issues such as demand for black administrators of black schools), with consideration of effect of social pressures, and taking account of sex, church attendance, dissatisfaction with education for blacks, and awareness of issues involved. Source of data - Sample of 159 black students in one high school in US.

206 Polk, Kenneth and Pink, William Youth culture and the school: a replication. British Journal of Sociology, 1971, XXII(2), 160-171.

Replication, in United States, of investigation carried out by Sugarman in Britain, into relation of adolescent life style (pupil role representative of adult society/teenager role representing a youth culture that holds values and norms opposed to adult society) with attitude to school, future orientation (college plans), academic achievement, conduct, and 'intellectual quality' of home background (parental social class, perceptions of parental support for attending college), with consideration of Sugarman's contention that British youth culture flourishes outside of school whilst American youth culture is centred inside school (suggests rather that differences between schools blur similarity of choice faced by adolescent between youth culture and middle class culture represented by school); implications for future occupational status. Source of data - Sample of 284 male students in high schools in one county in US.

Poole, Anne Jt. author See 142

207 Portes, Alejandro Political primitivism, differential socialization and lower-class leftist radicalism. American Sociological Review, 1971, 36(5), 820-835.

Presentation of theory that lower class political extremism is a form of political primitivism (lack of education and information, and social isolation result in enhanced receptivity to leftist radical movements, which are viewed as simplistic, irrational and abnormal); tested in investigation of relationship between leftist radicalism and education, mass media exposure, participation in voluntary organisations and in primary relationships among lower classes in a developing country, taking account of income; leading to contrasting conception of leftist radicalism as a more complex phenomenon, identifying differential political socialisation as a crucial factor in its etiology. Source of data - Sample of 382 family heads from 4 lower class slum settlements in Chile.

208 Preece, P.F.W. The laissez-faire finance of education. British Journal of Educational Studies, 1971, 19(2), 154-162.

Description of campaign for laissez-faire finance of education, and critique of arguments advanced in support of alternative proposals (optimum allocation of resources, benefits of free competition, freedom of choice, social benefits), stressing class bias inherent in such a policy.

209 Quay, Lorene C. Language dialect, reinforcement, and the intelligence-test performance of negro children. Child Development, 1971, 42(1), 5-15.

Investigation of effects of motivation (reinforcement by candy or praise) and language (standard English or negro dialect) on IQ scores (both overall Stanford Binet and individual items) of preschool negro children; implications in terms of need to distinguish speech production and comprehension, and for existence of either a language difference or deficit. Source of data - Sample of 100 negro children (ages 3-4) from 5 Head Start Centers in US.

210 Quigley, Helen Reactions of eleven nursery teachers and assistants to the Peabody Language Development Kit. British Journal of Educational Psychology, 1971, 41(2), 155-162.

Investigation of reactions of teachers using Peabody Language Development Kit, level P, introduced as part of Social Science Research Council EPA action research project, with consideration of initial reactions and evaluations of both materials provided and content of lessons, perceptions of aims of programme and effect on children; implications for management of such an innovation. Source of data - Sample of 9 teachers and 2 nursery assistants from 5 nursery schools and 3 playgroups in 3 EPA areas in England.

211 Rapoport, Rhona and Rapoport, Robert N. Early and later experiences as determinants of adult behaviour: married women's family and career patterns. British Journal of Sociology, 1971, XXII(1), 16-30.

Investigation of variation and normative patterning in women's career patterns and family orientations, in terms of interaction of early factors (birth order position, father's occupation, mother's occupation, family relationships) and current factors (husband's perceived commitment to idea of women having careers, perceived attitudes of one's social network, marital happiness) as determinants of married women's participation in work (values, behaviour, future intentions); implications for theory. Source of data - Sample of 371 married women (studied in 1968, 8 years after graduating from British universities) in England.

Rapoport, Robert N. Jt. author See 211

212 Rardin, Donald R. and Moan, Charles E. Peer interaction and cognitive development. Child Development, 1971, 42(6), 1685-1699.

Position, following Piaget, that cognitive development (transition from preoperational representations to concrete operations) is parallel but indissociably interdependent with social development (transition from social egocentrism to cooperative social relations); tested in investigation of relation between cognitive development (conservation and classification) and social development of children (reason for choosing best friend, stability of friendships, numbers of names of children in class not known, matching of friends), with consideration of extent to which both vary directly with popularity and the greater peer exposure this affords; implications for understanding child development, for promoting awareness of others through education, and for psychotherapy for young children. Source of data - Sample of 81 children (kindergarten through third grade) from one school in US.

Raven, Bertram H. Jt. author See 041

213 Reitman, Sandford W. Role strain and the American teacher. School Review, 1971, 79(4), 543-559.

Presentation of modified version of Getzel's role model (incorporating normative, ideographic, cultural and skills dimensions), with special reference to concept of role strain, for understanding of teacher unrest, viewed as symptom of upheaval in American society in general; implications for reorientation of teacher education so as to confront the needs of teachers in contemporary society, illustrated by example of course built around concepts of role and role strain.

Rhoades, Patrick Jt. author See 063

214 Richardson, S. A. and Green, A. When is black beautiful? Coloured and white children's reaction to skin colour. British Journal of Educational Psychology, 1971, 41(1), 62-69.

Argument that minority groups often adopt the values of the majority to the point of denigrating themselves; background to investigation of direction and strength of skin colour preferences (pictures of white and coloured children without handicaps, and additional pictures of white handicapped children) amongst white and coloured school children; also investigation of relation between preference rankings and characteristics of schools (proportion of coloured children and socioeconomic conditions of families); leading to discussion of possible explanations of finding (that coloured children in one school showed higher self esteem, as measured by more coloured preferences, without corresponding dislike of whites) in terms of particular conditions of families in area as reported by teachers; implications for social psychology of race relations and bearing on educational process, and for future use of picture ranking instrument. Source of data - Sample of 309 white and 195 coloured children (ages 10-11) in 6 schools in England.

215 Richman, Alvin and Targ, Harry R. The impact of instruction and external events on student orientations and opinion consistency concerning the Vietnam War. Sociology of Education, 1971, 44(2), 151-169.

Investigation of relative impact of external events and college instruction in international relations, distinguishing between instruction per se and type of instruction (professor sympathetic v critical of government administrative policies), on student opinions on the Vietnam War, with consideration of change in level of interest and opinion consistency. Source of data - Samples of 4 classes (2 classes with different international relations professors and 2 control classes) at one university in US. Longitudinal study.

216 Riesman, David An academic Great Depression? Universities Quarterly, 1971, 26(1), 15-27.

Argument that the loss of momentum and morale characterising American academic life over the last several years constitutes an academic analogue of the Great Crash of 1929 (a quantitative and qualitative rise in academic energy after the Second World War was accompanied by optimism that science and research could solve the problems of the world, but there has been not only a financial but a moral crash which is part of a larger loss of faith in the very idea of progress, and a concomitant revolt against reason and the academic way of life among students and faculty alike); implications for the survival of centres of science and scholarship.

217 Roberts, K. Economy and education: foundations of a general theory. Comparative Education, 1971, 7(1), 3-14.

Presentation of theory concerning relationship between educational and economic systems in advanced industrial countries, extending conventional sociological view that educational system responds to needs of economy to suggest that other institutions (particularly political and stratification systems and ideologies associated with them) mediate this relationship, and that education provides not only persons with required skills and knowledge but also persons motivated towards particular roles, thus increasing the descriptive validity and explanatory power of the theory; implications for explaining malalignment between education and economy as a source of tension as mediating forces distort the economy's demands upon education, explaining new developments in education and industry as adaptive responses to one another, and accounting for manner in which relation between education and economy can produce social change.

218 Robertson, T.S. and Kawwa, T. Ethnic relations in a girls' comprehensive school. Educational Research, 1971, 13(3), 214-217.

Investigation of relation between ethnic origin and friendship choice in a girls' comprehensive school, with consideration of stream, proportion of coloured pupils in class, changes in patterns with age, and status of sixth formers as 'stars' for younger pupils, taking account of factors determining popularity. Source of data - Sample of one creamed comprehensive school (604 pupils) in England.

219 Robinson, Halbert B. and Robinson, Nancy M. Longitudinal development of very young children in a comprehensive day care program: the first two years. Child Development, 1971, 42(6), 1673-1683.

Investigation of effect of a comprehensive day care programme (including structured educational programme and complete health care) on cognitive development (verbal and nonverbal) and motor development of infants and young children, with consideration of differences in impact according to relative disadvantagement (measured in terms of race); implications for further research. Source of data - Sample of 31 children (12 admitted to programme at age 2, 19 as infants) studied over 2½ year period in US. Longitudinal study.

Robinson, Nancy M.	Jt. author	See 219
Rodrigues, Aroldo	Jt. author	See 041

220 Rogers, Rex The effects of sex education. New Society, 1971, 453, 949-951.

Investigation of influence of three Merry-Go-Round sex instruction television programmes on the knowledge and attitudes of primary school children with consideration of age, sex, intellectual maturity, previous knowledge, and parent/teacher attitudes. Source of data - Sample of 222 children (ages 8-11) from 6 classes in England.

Rosenberg, Morris	Jt. author	See 239

221 Ross, Jean M. and Simpson, H. R. The National Survey of Health and Development. 1. Educational attainment. British Journal of Educational Psychology, 1971, 41(1), 49-61.

Description of development of two educational measurement scales, as part of work of National Survey of Health and Development (summary measure of ability test scores at age fifteen and scale of attainment or achievement based on ultimate school examination results, leaving age, and type and level of employment, aimed to give best combined measure of school progress for studying longitudinal sample of children); also analysis of validity of measures for grouping pupils into similar levels of success, employing regression equations calculated for each sex and social class.

222 Ross, Joan M. and Simpson, H. R. The National Survey of Health and Development. 2. Rate of school progress between 8 and 15 years and between 15 and 18 years. British Journal of Educational Psychology, 1971, 41(2), 125-135.

Investigation (using an analysis of variance method involving the fitting of constants) of relative rate of educational progress and potential of pupils during periods 8-15 years and 15-18 years in relation to level of education of both parents, family size, ability at either 8 or 15 and sex of child. Source of data - Data collected as part of National Survey of Health and Development.

Rudduck, Jean Jt. author See 167

223 Rushing, William A. Class, culture, and 'social structure and anomie'. American Journal of Sociology, 1971, 76(5), 857-872.

Statement of Merton's theory which views deviant behaviour and attitudes as due to the malintegration of cultural goals and social norms; tested in investigation of disjunction between aspirations and perceptions of opportunity structure in lower class (farm operators) as compared with middle/upper class (farmers), and the relation of this disjunction with normlessness; also investigation of ethnic-cultural differences in this relation amongst Anglos as compared with Mexican-Americans, with consideration of effect of differing value systems (ascribed/achieved) and extent of cultural assimilation of Mexican-Americans (bilingual/non-English speaking); interpretation that differences are attributable to way blocked opportunity is viewed depending on cultural background. Source of data - Samples of 539 Anglo, 488 Mexican-American (187 non-English speaking) farm-workers from low income areas mainly in 3 counties, and a group of white middle/upper class farmers in US.

Russell, Jennifer Jt. author See 163

224 Rustin, Michael Structural and unconscious implications of the dyad and triad: an essay in theoretical integration; Durkheim, Simmel, Freud. Sociological Review, 1971, 1)(2), 179-201.

Argument that Simmel's formal sociology of the dyad and triad shows, in microcosm, the same basic properties of social systems that the classification of organic and mechanical solidarity and ascribed and achieved status systems establish at a macroscopic level; also that it fits into a psycho-analytic model of types of group interaction, thus providing a useful bridge between structural and intrapersonal explanations of social behaviour; implications for study of socialisation and individual development.

225 Salt, John Isaac Ironside 1808-1870: the motivation of a radical educationist. British Journal of Educational Studies, 1971, 19(2), 183-201.

Analysis of career of Isaac Ironside (1808-1870), from viewpoint of insights into complex motivation underlying the 19th century popular education movement in England (showing this movement to be rooted in a process of social reform), with special reference to Ironside's synthesis of radicalism and Owenism.

226 Saxe, Robert M. and Stollak, Gary E. Curiosity and the parent-child relationship. Child Development, 1971, 42(2), 373-384.

Presentation of a theory concerning children's curiosity (curiosity viewed as trait negatively associated with high anxiety, negative feelings and aggression, which parental curiosity may elicit, and which parental behaviour may reinforce either positively or negatively); tested in investigation of interrelations amongst range of measures of curiosity; also investigation of relations amongst children's expressions of curiosity and maternal behaviour (praise/punishment as reinforcement, attentiveness, curiosity) amongst groups based on teachers' ratings (high curiosity/high prosocial, low curiosity, high aggression, high neuroticism), with consideration of socioeconomic status; implications in terms of reciprocal influence between parents and children. Source of data - Sample of 40 mother/son dyads (? children in first grade) in US.

227 Schrag, Francis The right to educate. School Review, 1971, 79(3), 359-378.

Overview of philosophical considerations relevant to the notion of rights, with special reference to the right to educate children; leading to critique of commonly held view that this right is the prerogative of natural parents as the persons most likely to promote the optimal development of their children; basis for position that various persons have interest in children's development (parents, community, nation-state, the social class, ideological and ethnic groupings comprised by the state, in addition to children themselves), that the nature of these interests differ, and that conflicting ideals will influence views as to the most effective way of achieving a balance between the interests of the various parties.

228 Schwab, Joseph J. The practical: arts of eclectic. School Review, 1971, 79(4), 493-542.

Argument that behavioural science theories cannot be applied directly to educational problems (they fail to take account of concrete particulars, and represent different perspectives); leading to discussion of 'arts of the practical' and 'arts of the eclectic' (as arts which 'ready theory for practice' by discovering and taking account of the distortions which theories impose), and recommendation of means by which understanding of these arts may be conveyed to students of education (theoretical mastery must be combined with practical utilisation of the ideas in examining educational situations).

229 Schwartz, Audrey James A comparative study of values and achievement: Mexican-American and Anglo youth. Sociology of Education, 1971, 44(4), 438-462.

Investigation of individual value orientations (pertaining to idealised school goals in relation to institutionalised school goals, individual's beliefs about chances of reaching goals, individual's interpersonal relations) which might inhibit the educational achievement of Mexican-American as compared with Anglo-American pupils, with consideration of social class and sex; implications for role of school in problem of participation of Mexican-Americans in larger society. Source of data - Sample of 3,086 pupils (ninth and twelfth grade) from high schools in US.

230 Schwarz, J. Conrad and Wynn, Ruth The effects of mothers' presence and previsits on children's emotional reaction to starting nursery school. Child Development, 1971, 42(3), 871-881.

Statement of implicit theory underlying procedures designed to facilitate young child's entry into nursery school (parallels arousal reinforcement theory, which assumes that separation from mother is distressing in children lacking prior similar experience); tested in investigation of effect of alternative procedures (previsit v no previsit, mother present/not present for part of first session) on emotional reaction to classroom situation (separation reaction, activity-position, comfort, affect, motility) in children grouped according to sex and prior experience in group settings with age mates outside home. Source of data - Sample of 108 children (ages 3½-5) entering one nursery school (follow-up after one and five weeks) in US.

Sears, David O.	Jt. author	See 285
Sebera, Peggy	Jt. author	See 193

231 Selman, Robert L. Taking another's perspective: role-taking development in early childhood. Child Development, 1971, 42(6), 1721-1734.

Outline of Piagetian approach to development of child's conception of social world (move from egocentric to sociocentric perspective), with special reference to role taking ability, distinguishing between perceptual and conceptual role taking; basis for investigation of sequential levels (nature and interrelations) of role taking, and their relation to chronological age and sex, with consideration of competitive guessing or hiding behaviour (as benchmark of comparison, along with chronological age, for categories of role taking derived from the investigation); implications for later development of role taking ability. Source of data - Sample of 60 middle class children (ages 4-6) attending preschool or elementary school in US.

232 Sewell, William H. Inequality of opportunity for higher education. American Sociological Review, 1971, 36(5), 793-809.

Investigation of inequalities in opportunity for higher education in terms of relation of educational and occupational attainment respectively to social and educational background variables (socioeconomic origins, sex, academic ability, student's performance in high school and his occupational and educational aspirations, and expectations of parents, teachers and peers); leading to presentation of linear causal models of educational attainment process; implications for study of social stratification and for policies aimed to reduce inequalities. Source of data - Sample of 9,000 high school students in one city in US.

233 Shaw, K.E. and Downes, L.W. Unitary and discrepant goals in a college of education. British Journal of Educational Studies, 1971, 19(2), 139-153.

Position that institutions of higher education, as normative institutions, exhibit forces tending towards differentiation along with countervailing social processes producing integration (particular and possibly discrepant objectives and behaviours, which are evidenced as institution responds to its environment, are legitimated by reference to shared set of generalised values); basis for case study of historical development of one college of education (as it has grown in size, original unitary goals of college have developed into cluster of subgoals thrown up by differential response to particular subenvironments, such that college may now be viewed as a shifting coalition of members pursuing a variety of goals simultaneously, with overlapping frames of reference); implications for empirical research to test this view. Source of data - Documentary sources.

234 Sheldrake, P.F. Orientations towards work among computer programmers. Sociology, 1971, 5(2), 209-224.

Discussion of alternative approaches to study of work orientations (prior frameworks imposed on data cannot take sufficient account of variations within a group, and a more appropriate approach, involving analysis of ways in which people construct their social world, is to allow categories to emerge from data); basis for investigation of work orientations amongst programmers in a computer service bureau, and grouping of emerging categories into 'allocational frameworks' (work role, occupational distinctions, work interest, geographical, and 'parentage' or differences according to membership of companies merged to form present one); leading to discussion of relation between objective differences and perspectives held as factors in programmers' interpretations of work activities, and bearing of perspectives on both general and day to day aspects of functioning of bureau, with consideration of personal and organisational background characteristics as possible sources of perspectives; implications for study of other groups of 'applied' specialists. Source of data - Sample of programmers and other personnel in one computer service bureau in England.

235 Shepherd, Angela Married women teachers: role perceptions and career patterns. Educational Research, 1971, 13(3), 191-197.

Investigation of married women's perceptions of compatibility of teaching as career with marriage, in terms of their perceptions of factors influencing return to teaching (recruitment procedures, provision of part time work, nursery provision and use made of it, husband's attitude to wife working, motives for returning to work and intended career patterns, views on role of wife and mother), with consideration of social class and income of husband, and age; implications for policy in relation to wastage of married women teachers. Source of data - Sample of 180 married women teachers (89 out of service at time of study) in one LEA in England.

236 Silverman, William Ed. Legal developments in urban education. Education and Urban Society, 1971, 3(2), 245-249.

Overview of some recent legal decisions (concerning race relations, parental v community control, finance of education and equal educational opportunity) which have implications for urban education and overall public policy.

237 Silverman, William Ed. Legal developments in urban education. Education Education and Urban Society, 1971, 4(1), 115-123.

Outline of recent legal decisions in regard to social issues relevant to education (equal employment opportunity, student rights, parental v community control, race relations, vouchers), with special reference to implications of such decisions.

238 Silvern, Louise E. and Nakamura, Charles Y. Powerlessness, social-political action, social-political views: their interrelation among college students. Journal of Social Issues, 1971, 27(4), 137-157.

Critique of research relevant to understanding of student activism (individual differences related to activism tend to be confounded with both social-political views and demographic variables and, in discussion of alienation, generalisations about relationships amongst powerlessness, locus of control and activism are open to question); basis for investigation of extent to which alienation in the sense of powerlessness (internal/external control scale, distinguishing between control over personal outcomes and social-political affairs) differentiates between college students who take social-political action and those who do not, with consideration of sex; also consideration of extent to which powerlessness is associated with activism per se (degree and type of action), or whether it is related to social-political views (counterculture score) or to some combination of views and action, with consideration of social class and religion as possible mediating factors between powerlessness and views or action. Source of data - Sample of 223 undergraduates from one university in US.

239 Simmons, Roberta G. and Rosenberg, Morris Functions of children's perceptions of the stratification system. American Sociological Review, 1971, 36(2), 235-249.

Proposal to extend (to include perceptions and attitudes) Davis and Moore's functional theory of stratification, occupational prestige and income differentials for the study of motivation of school age children; tested in study of extent to which status perceptions and class attitudes requisite for motivation towards socially functional occupations exist among children of various ages and social backgrounds, distinguishing between views of the opportunity structure and of personal opportunity, and with consideration of socioeconomic and racial homogeneity of environment. Source of data - Secondary analysis of data on 1,917 urban school children (third - twelfth grade) from 25 schools in US.

Simpson, H. R. Jt. author See 221 222

240 Sistrunk, Frank, Clement, David E. and Guenther, Zenita C. Developmental comparisons of conformity across two cultures. Child Development, 1971, 42(4), 1175-1185.

Investigation of crosscultural differences in development of conformity, in terms of relation of conforming behaviour (Asch line-judgment task) with age, sex, nationality and difficulty of task; leading to interpretation of data in light of two stage hypothesis of Costanzo and Shaw (children develop conforming behaviour in response to social pressures from peers until peer norms are fully internalised at age eleven to thirteen, after which trend of conformity decreases with increasing age), with adjustment of chronological age to social age to account for inconsistencies between behaviour of males and females. Source of data - Sample of 80 students (ages 9-10, 13-14, 17-18, 20-21) from Brazil and US.

241 Smart, P.F. Personal needs in large schools. Trends in Education, 1971, 22, 5-11.

Argument that planning and administration of secondary schools in England is hampered by lack of clear definition of social aims, and by lack of reliable evidence about effects of alternative forms of formal and informal organisation on social relationships within school; background to discussion of issues relevant to organisation of pastoral care (vertical/horizontal systems, relation between arrangements for pastoral care and academic organisation, problems for middle management teachers responsible for pastoral care, arrangements for vocational guidance, problems of form teachers and tutors).

242 Smith, Calvert Hayes Prerequisites to successful teaching in inner-city communities. Education and Urban Society, 1971, 4(1), 41-59.

Argument that significant variables influencing level of achievement of inner city youngsters include not only programmes but also attitudes of teachers through whom programmes are transmitted; leading to recommendations of prerequisites for successful teaching in inner city community (1. school must take life styles of various ethnic groups and use them as way of helping pupils to explore the meaning of their lives; 2. school must assume, as major function, the development of high self esteem in youngsters, through emphasis on their cultural heritage, before it can serve its managerial functions (preparation for employment) effectively; 3. teachers must learn to expect achievement from their youngsters; 4. teachers must understand they are servants of the community; 5. teachers must become professionally oriented rather than system- or career-oriented, and the rationalisation of failure must be eliminated); also proposal of means by which these goals may be realised in the classroom.

243 Smith, Gilbert Some research implications of the Seebohm report. British Journal of Sociology, 1971, XXII(3), 295-310.

Outline of recommendations and supporting arguments of Seebohm Committee (on local authority and allied personal social services), from viewpoint of Committee's assumptions concerning relation between organisational structure and efficiency in meeting clients' needs; leading to recommendation of research to clarify 1. themes underlying policy intentions (questions Committee's social pathological view of social need, family and community), 2. assumptions underlying proposals concerning organisational structure (questions necessity of centralisation at local authority level), 3. appropriate bases for evaluation of changes which will follow implementation of report.

Smith, Paul V. Jt. author See 159

244 Smith, Peter B. The varieties of group experience. New Society, 1971, 443, 483-485.

Discussion of developments in techniques of sensitivity training in Great Britain, distinguishing between T-group, encounter group and organisational development group (although diverse, approaches united by common procedure of 'attention to here and now behaviour', and common ideology that society undervalues interpersonal relations); implications for bringing about social change.

245 Smithers, Alan Students' experience of thick sandwich courses. Educational Research, 1971, 13(3), 171-178.

Discussion of development of sandwich courses in industrial training, with special reference to confusion over their purpose and to advantages claimed for thick and thin sandwiches alike (integration with and relevance to course work); background to investigation of expectations and reactions of students on thick sandwich courses regarding industrial training, with consideration of field of study (biology, textile technology and civil engineering), nature of industrial experience and amount of time spent with different grades of personnel; implications in terms of extent to which sandwich courses meet objective of illustrating practical application of principles taught in college or have other benefits, and for presenting them realistically so that students' expectations are not disappointed. Source of data - Sample of 126 male students on thick sandwich course (79 restudied after industrial training) at one university in England.

246 Smothergill, Nancy L., Olson, Frances and Moore, Shirley G. The effects of manipulation of teacher communication style in the preschool. Child Development, 1971, 42(4), 1229-1239.

Position that teaching styles may be characterised as elaborative or non-elaborative, viewed as modification of Bernstein's distinction between elaborated/restricted communication codes; basis for investigation of effectiveness of an experimental teaching programme for young children, in terms of relation between teaching style and children's problem solving strategies (ability to reflect on alternative solutions), verbalisation and time spent on curriculum activities. Source of data - Sample of 24 disadvantaged (mothers in welfare) white children (ages 3-5 years) from one day care centre in US.

Sørensen, Annemette Jt. author See 096

247 Spady, William G. Status, achievement, and motivation in the American high school. School Review, 1971, 79(3), 379-403.

Outline of research into achievement process, with special reference to role of formal and informal competitive structures of high school (they have consequences not only for development but also for realisation of success goals), and to author's own findings on effects of extracurricular involvement (ambiguous influences of athletics and leadership roles); basis for investigation of independent influence of extracurricular role (areas of varsity sports / social clubs / performing arts / service-leadership activities / none/other) on student's educational goals (% wanting some college after completing high school), actual college attainments (% obtaining more than one year of college), and fulfilment of initial goals (% obtaining more than one year of college amongst those with high college goals at school), with consideration of perceived peer status, academic achievement and intrinsic motivation; leading to discussion of alternative interpretations of findings (selection into extracurricular roles v socialising experience of participation itself). Source of data - Sample of 297 boys from 2 high schools in US.

248 Spence, Janet T. Do material rewards enhance the performance of lower-class children? Child Development, 1971, 42(5), 1461-1470.

Outline of findings which are inconsistent with Havighurst's theory of differential evolution of reward/punishment systems (from material to symbolic motivation and reinforcement) in children from differing socioeconomic and subcultural backgrounds (suggestion that task and situational variables are factors of possible significance); basis for two investigations (one replicating other with slightly older children) of influence of reinforcement condition (light/light + candy) and instructional condition (brief preliminary instructions only/amplified instructions + training and practice) on performance of lower class children on a concept identification task, with consideration of sex of subject and (in second experiment) race of experimenter (negro/caucasian); Source of data - Samples of 64 lower class negro children (ages 5y 1m) and 48 lower class negro and Latin American children (ages 5y 8m) in US.

Spencer, B. G. Jt. author See 015

249 Spilerman, Seymour Raising academic motivation in lower class adolescents: a convergence of two research traditions. Sociology of Education, 1971, 44(1), 103-118.

Review of research representing two research traditions in study of learning and motivation (concern with normal functioning of adolescent society/design of reward structures to promote academic attainment), with special reference to the situation for lower class adolescents (they fail to follow normal developmental sequence from dependency on material inducements to self reinforcement, and for them peer society is even more pervasive than for middle class youth); leading to discussion of effectiveness of combining monetary inducements with group-based competition as strategy for motivating lower class children to achieve academic goals.

Sprague, Nancy Freitag Jt. author See 174

250 Stayton, Donelda J., Hogan, Robert and Ainsworth, Mary D. Salter Infant obedience and maternal behavior: the origins of socialization reconsidered. Child Development, 1971, 42(4), 1057-1069.

Critique of assumptions common to social learning theory and psychoanalytic theory (child acquires roles, attitudes and responses that conform with social pressures; child becomes socialised only by intervention tactics; there is fundamental antagonism between child and his society); leading to statement of alternative theoretical first principle that disposition for obedience develops naturally in children reared in social environment similar to that in which species was adapted; tested in investigation of relation between maternal behaviour (degree of harmony in mother/child interaction and extent to which disciplinary procedures are employed) and manifestations of obedience in first year of life; implications for theories of children's early social development and for research on later development. Source of data - Sample of 25 mother/infant pairs from white middle class families in US.

251 Stebbins, Robert A. The meaning of disorderly behavior: teacher definitions of a classroom situation. Sociology of Education, 1971, 44(2), 217-236.

Presentation of theory of the definition of the situation, with special reference to distinction between cultural, habitual personal and unique personal definitions; basis for investigation of ways in which teachers habitually define misconduct in the classroom in terms of a range of variables (1. teacher's perceptions of students' evaluations of the situation, intentions and plans of action, 2. teacher's actual evaluations, intentions, plans and justifications, and 3. teacher's perceptions of students' perceptions of his own evaluations, intentions and plans). Source of data - Sample of 36 teachers in one school system in Canada.

Steimer, William Jt. author See 273

252 Stein, Annie Strategies for failure. Harvard Educational Review, 1971, 41(2), 158-204.

Argument that high failure of blacks and Puerto Ricans in New York school system, as compared with whites, suggests that there are strategies at work (by which schools fail with all but a few of coloured pupils whilst at same time succeeding with whites) to subvert change and to perpetuate the status quo of two societies; leading to analysis of operation of strategies of control (parents struggled first for desegregation and then for community control of segregated school but, whilst both principles were conceded, reforms were implemented in such a way as to represent change in name only), strategy of training teachers to fail black children (a mystique of reading and a myth of cultural deprivation persists and underlies teacher training programmes, despite evidence concerning self fulfilling prophecy effect of teachers' attitudes), and strategy of institutionalising mechanisms for failure (tracking system and differential educational goals discriminate against black children whilst attributing failure to child not teacher); implication for future (that parents and youth must challenge not only strategies but education itself, and that honest educationalists and social scientists should assist them in this struggle).

253 Stern, George G. Self-actualizing environments for students. School Review, 1971, 80(1), 1-25.

Outline of alternative psychological theories concerning relation of individual to his environment, and presentation of a view, following Lewin, of personality and environment as two independent vectors in a life space, which may be measured in terms of Murray's concepts of need and press; basis for investigation (factor analysis) of personality needs (inferred from responses concerning preferred activities representing thirty variables and ten contexts) and environmental presses (inferred from responses concerning events representing same variables and contexts), with consideration of independence of these domains; leading to analysis of emerging factor structures and their interrelation (five distinctive cultures identified in terms of twelve personality factors, and two underlying environmental dimensions: self actualisation of participants and maintenance of institutional structure) with consideration of contribution of each type of component to life space represented by a given culture; also investigation of possibility of change in students and environments, impact of college cultures on post college careers, and future polarisation of cultures in American society; implications for understanding of college as learning environment and of student unrest. Source of data - Samples of 10,000 students in over 100 colleges and universities, 1,000 students in 12 high schools, 1,000 teachers in public schools, 2,500 trainees in 63 Peace Corps programmes, and 225 people on 5 industrial sites in US.

Sternlof, Richard E. Jt. author See 145

254 Stimson, James and LaBelle, Thomas J. The organizational climate of Paraguayan elementary schools: rural-urban differentiations. Education and Urban Society, 1971, 3(3), 333-349.

Presentation of theory, following Crozier, that educational institutions mirror the cultural values and traditions of the social system of a given society, with special reference to Paraguay as a closed autocratic system, and with consideration of possibility that institutions may deviate from the dominant societal pattern, dependent on nature of community in which they are situated (rural/urban); tested in investigation of organisational climate (patterns of social interaction: closed, paternal, familiar controlled, autonomous, open) in schools (public/private in rural/urban settings) in Paraguay. Source of data - Sample of 30 elementary schools (258 teacher respondents) in Paraguay.

Stollak, Gary E.	Jt. author	See 226
Stout, Robert T.	Jt. author	See 156

255 Stradling, Robert and Zurick, Elia Political and non-political ideals of English primary and secondary school children. Sociological Review, 1971, 19(2), 203-227.

Theory of the development of ideals as process of transfer of affect (child first invests affect in persons of direct experience, then idealises public figures as symbols, then transfers affect to institutions); basis for investigation of differences in children's ideals (choice of political/non-political exemplars) in relation to age, sex, social class, educational background (type of school) and political party identification; also investigation of probable participation in adulthood (type of exemplar chosen and sense of political efficacy); implications of absence of radical or even liberal exemplars for maintenance of political stability in Britain. Source of data - Samples of 260 children (ages 8-12) from 4 junior schools and c700 children from 7 secondary schools in England.

256 Summerfield, Harry L. Cuing and the open system of educational politics. Education and Urban Society, 1971, 3(4), 425-439.

Critique of argument that educational decision making systems are closed (grounds that surface characteristics are misinterpreted as signs of closedness, and 'the system' is viewed from ideological rather than technical standpoint); background to alternative position that such systems are open, and that openness is a function of 'cuing' (engagement of decision maker and his constituents), distinguishing four types of cuing (messages transmitted informally and unintentionally by clients, direct and intentional contact initiated by clients, direct/indirect elite-initiated contacts), with consideration of nature of cuing process.

257 Swanson, Guy E. An organizational analysis of collectivities. American Sociological Review, 1971, 36(4), 607-624.

Presentation of a typology of collectivities viewed as constitutional systems (individuated heteronomy, commensual heteronomy, commensualism, heterarchy, simple centralism, unitary centralism, limited centralism, balanced centralism, feudalism), distinguishing between authority of agent/constituent body, steps in choice process (set boundaries of collectivity's jurisdiction, determine collectivity's choice, approve use of sanctions to support choice, general supervision, supervision over specific aspects of implementation of choice) and degree of authority granted at any stage (none/as member of collectivity/as holder of special office), drawing on data on societies at various historical periods and families known to university students, to illustrate generality and usefulness of this type of classification; leading to comparison of this kind of organisational analysis with interactional and functional analysis, and discussion of situations when organisational analysis is appropriate; implications for a general theory in sociology.

Sweeney, Jo Ann	Jt. author	See 174
Sykes, Mary	Jt. author	See 023

258 Talbot, John E. The history of education. Daedalus, 1971, 100(1), 133-150.

Discussion of development of history of education in relation to mainstream history (previously concern was with history of particular institutions and ideas of pedagogical reformers, but over last decade attention has focussed on education in its involvement with rest of society); leading to analysis of concerns of historians adopting present approaches (changes in who is educated, consequences for individual and society of mobility promoted by education, education of lower classes, involvements of education in politics) and problems associated with them (possible tendency to disregard internal process of education, need for a new institutional history involving methods of several disciplines, and for viewpoint 'from inside looking out').

259 Tapp, June L. and Kohlberg, Lawrence Developing senses of law and legal justice. Journal of Social Issues, 1971, 27(2), 65-91.

Position that both moral and legal development result from interaction between universal structures of social environment and natural structuring tendencies of organism; also presentation of a cognitive stage theory of moral development (three levels of moral judgment specified as preconventional, conventional and postconventional, conventional level being typical societal mode), with consideration of universal applicability of theory; tested in analysis of data bearing on developmental progression in legal values amongst white youth from kindergarten to college, and crosscultural comparison of legal values of middle school preadolescents from seven cultures, and comparison with earlier analysis in which empirically derived categories were employed; implications for legal socialisation (participation and conflict resolution are key concepts in developing principled thought, and role taking opportunities in family, peer group and secondary institutions should provide necessary input to stimulate development), with consideration of contexts of legal socialisation and universal goals of legal socialisation.

Targ, Harry R. Jt. author See 215

Tarryer, Jill M. Jt. author See 165

260 Taylor, George North and south: the education split. New Society, 1971, 440, 346-347.

Analysis of economic factors in regional inequality in education, with special reference to problems of intermediate areas in north of England (low rate income, poor resources, and migration, particularly of young and skilled, lead to progressive deterioration of facilities, lack of interest on the part of parents, and a decline in use of higher education); implications for policy to redistribute government resources in relation to local authority needs if equality of opportunity is to be achieved.

261 TenHouten, Warren D., Tzuen-jen, Lei, Kendall, Françoise and Gordon, C. Wayne School ethnic composition, social contexts, and educational plans of Mexican/American and Anglo high school students. American Journal of Sociology, 1971, 77(1), 89-107.

Investigation of processes in formulation of plans to go to college amongst Mexican-American as compared with Anglo students of each sex, in terms of relation of college plans with family SES, ethnic composition of school, intelligence, students' perceptions of their parents' aspirations for them, and students' perceptions of peers' aspirations, for each ethnic/sex group; implications in terms of appropriateness of defining college plans and academic achievement as desirable outcomes for minority students. Source of data - Sample of 624 Mexican-American and 455 Anglo students from 5 high schools in US.

262 Thomas, Darwin L. and Weigert, Andrew J. Socialization and adolescent conformity to significant others: a cross-national analysis. American Sociological Review, 1971, 36(5), 835-847.

Theory (extending classical urban theory to interpersonal level) that high industrialisation-urbanisation is associated with low conformity to significant others, with consideration of differing normative prescriptions in societies and patterns of intrafamilial socialisation; basis for investigation of relation between familial variables (joint function of parental control and support) and adolescent conformity to significant others (father, mother, priest, friend, religious practice) in urban settings, taking account of sex. Source of data - Sample of 1,458 adolescents (ages 15-16) from single sex high schools in US, Puerto Rico and Mexico.

Thompson, Barbara Jt. author See 069

263 Thompson, D. Season of birth and success in the secondary school. Educational Research, 1971, 14(1), 56-60.

Investigation of relation between season of birth and intellectual performance in secondary school; implications for arguments against streaming (perpetuates tendency for autumn-born children to enter top streams, and to enter sixth form in disproportionate numbers). Source of data - Sample of 1,136 boys in one comprehensive school in England. Longitudinal study.

Thompson, James D. Jt. author See 170

264 Thorns, David C. Work and its definition. Sociological Review, 1971, 19(4), 543-555.

Presentation of four definitions of work (activity which is necessary but not enjoyed, is organised by others, requires exertion, is productive) identified by Weiss and Kahn as held by American workers, varying in relation to occupation and education; adequacy and generalisability of these definitions tested in investigation (using both open question method and forced choice of Weiss and Kahn categories) of relation of definitions of work with social background variables (occupational position, education, social class) and work commitment (degree of commitment to work/other activities, reasons for that commitment) amongst English workers; implications in terms of more varied complexion of definitions of work as contrasted with view which emerges when set categories (work as a source of intrinsic satisfaction/as an instrumental activity) are employed. Source of data - Sample of 242 middle class heads of households from 2 suburban communities in England.

265 Timperley, Stuart R. and Gregory, Alison M. Some factors affecting the career choice and career perceptions of sixth form school leavers. Sociological Review, 1971, 19(1), 95-114.

Discussion of process of occupational choice in relation to effectiveness of flow of personnel from sixth form into higher education and employment systems; basis for investigation of relation between career aspirations and expectations of sixth form leavers; also investigation of characteristics (social class, sex, mother's employment situation, A levels, educational intentions, information sources in choosing job, image of industry) of those sixth form pupils who wish to enter 1. industry/commerce and 2. education. Source of data - Sample of 431 final year sixth formers from 13 secondary schools in England.

266 Toomey, Derek and Child, Dennis The development of local-cosmopolitan attitudes amongst undergraduates and sixth formers. Sociological Review, 1971, 19(3), 325-341.

Investigation (factor analysis of data from a series of researches) of development of local/cosmopolitan attitudes (concerning weight to be attached to alternative courses of action in a future work situation) amongst technological university, nontechnological university and sixth form students, with consideration of subject, type of educational institution attended, year of study and sex; implications in terms of anticipatory socialisation into occupational roles, structure of local and cosmopolitan attitudes (more complex than suggested by previous research, with fragmentation in terms of these samples and as between students and mature professionals), and aims of university education (stress on vocational utility/pursuit of knowledge). Source of data - Samples of 277 male first year and 78 third year students of applied science and engineering from one technological university, 520 students of science, engineering, modern languages and social science from one nontechnological university, and 201 sixth formers (who intended to apply for university entrance) from 4 grammar schools in England.

267 Torney, Judith V. Socialization of attitudes toward the legal system. Journal of Social Issues, 1971, 27(2), 137-154.

Discussion of political science approaches to study of political socialisation (concentration on results and contents of socialisation rather than process by which it takes place) and presentation of four psychological models, relevant to study of political socialisation, which together have useful explanatory power for understanding the variety of sources of attitude development and change (accumulation model, identification model, role transfer model, cognitive development model); basis for investigation (drawing on all four models) of relation of development of children's attitudes toward legal system, laws and legality, with age, IQ, social class and sex; leading to analysis of differences in response to questions concerning policemen, Supreme Court, and functions and fairness of laws, in light of explanations offered by different models; implications in terms of importance of studies of socialisation as predictors of future adult political attitudes and further research required. Source of data - Samples of 12,000 white children (grades 2-8) and 40 children (grades 3-8) from elementary schools in US.

268 Trent, William J. Jr. The future role of the negro college and its financing. Daedalus, 1971, 100(3), 647-659.

Discussion of factors bearing on role of negro colleges in South in recent years (new options available to negro students, growth of community colleges and increased federal aid to higher education); leading to discussion of present financial status of negro colleges (have tried to meet rising costs by developing new sources of funds and new methods of securing traditional monies) and future financial trends (decisions concerning federal funds are unpredictable and, though analysis of other sources suggests modest increase in funds, these will not match rising costs); implications for future role of negro colleges, distinguishing between public/private and accredited/unaccredited colleges, and with consideration of state desegregation policies.

Trow, Martin	Jt. author	See 106
Tzuen-jen, Lei	Jt. author	See 261

269 Vaizey, John The costs of wastage. Universities Quarterly, 1971, 25(2), 139-145.

Analysis of concepts involved in studying problem of wastage, distinguishing between failure to qualify and delay in qualifying, and of alternative ways of measuring costs of undergraduate education (factors of which account must be taken and conceptual questions involved); leading to discussion of sense in which wastage is to be regarded as a cost (calculations based on rate of return approach suggest that higher wastage rates are not a serious matter whereas, if wastage is expressed as an additional cost of graduation, wastage should be regarded as a serious cost); implications for methods of calculating costs appropriate to changing structure of higher education.

270 Valentine, Charles A. Deficit, difference, and bicultural models of Afro-American behavior. Harvard Educational Review, 1971, 41(2), 137-157.

Discussion of alternative models (psychological deficit v cultural difference) for understanding Afro-American behaviour; background to presentation of alternative 'biculturation' model (simultaneous enculturation into two different ways of life: mainstream culture and contemporary form of traditional culture), with special reference to value of such a model for understanding educational failure of Afro-Americans (in terms of failure of mainstream cultures to cope with biculturation process rather than in terms of inadequacies in the individual, his family or his community), drawing on data from ongoing field research; implications for alteration of dominant institutions to prevent inhibition of biculturation process.

Wagner, Janis	Jt. author	See 195
Wampler, David R.	Jt. author	See 155
Waton, Alan	Jt. author	See 045
Watson, F. R.	Jt. author	See 125

271 Watson, Peter Is woman nigger? New Society, 1971, 449, 767-768.

Argument that analogy between position of women and of negroes as underprivileged groups in American society is invalid, at least where ability is concerned; basis for recommendation that women's liberation movement should aim for recognition of equivalence (different but equally valuable pattern of skills) in ability, rather than equality.

Webb, David	Jt. author	See 070
Webb, P.	Jt. author	See 043
Weigert, Andrew J.	Jt. author	See 262
Weiler, Daniel M.	Jt. author	See 178

272 Wellman, Barry 'I am a student'. Sociology of Education, 1971, 44(4), 422-437.

Argument that a particular definition of self, from amongst range of social categories and roles to which an individual belongs, becomes salient when it forms basis for significant social action, and when that identity is positively evaluated by significant others; basis for investigation (content analysis) of extent to which black adolescents identify themselves as students (academic student role; diffuse student role; intellectual ability: positive/negative evaluation; nonstudent role) in comparison with white adolescents, with consideration of racial composition of school and student's social status, and taking account of sex; implications for possible directions of further research. Source of data - Sample of 2,150 (ninth grade) students from 8 schools from one city in US.

273 Westbury, Ian and Steimer, William Curriculum: a discipline in search of its problems. School Review, 1971, 79(2), 243-267.

Position that curriculum, viewed as an organised and institutionalised discipline, does not exist (failure to develop into a discipline stems from lack of concern for stabilisation of a subject matter, and systematic elaboration and acceptance of forms of enquiry into that subject matter); background to argument that subject matter of curriculum enquiry comprises elements of teacher, student, subject matter and milieu, and that central concern is with choice and action (goal is not exhaustively to spell out solutions to curriculum problems, but to provide knowledge of the variety of ways in which elements in the situation can interact, as basis for investigation into means for actualising these potentialities), with consideration of arguments supporting this model and problems of defining the elements in it.

274 Westhues,,Kenneth An alternative model for research on Catholic education. American Journal of Sociology, 1971, 77(2), 279-292.

Discussion of alternative models for sociological research into Catholic education in United States, stressing limitations of traditional survey studies of individual attitudes and characteristics, and proposing analysis of organisational behaviour (Roman Catholic church viewed as responding to threatening environment by maintaining sectarian schools as means by which its goal of salvation is achieved); basis for investigation of relation between measures of Roman Catholic church's involvement in education and measures of its minority position, religions hostile to Roman Catholicism, ethnicity of Catholics, modernisation of milieu and density of Catholics within a state. Source of data - Documentary sources for 1926 and 1950.

275 Westland, Gordon Selection, performance, and assessment. Universities Quarterly, 1971, 25(3), 344-352.

Argument that, in assessing wastage rates, overconcentration on process of assessment may prevent us from questioning underlying assumptions which should not be taken for granted; basis for discussion of assumptions about nature and function of selection (ideal of perfect correlation between selection and eventual success is open to question on grounds that selection can only be diagnostic and not predictive, and hence appropriateness of graduation as sole criterion of success should be examined), and about level and kinds of performance students may achieve (traditional means of sampling learning behaviour is to sample only recall to the exclusion of recognition, re-learning and transfer which, though less readily measured, are no less desirable as outcomes); leading to idealistic interpretation of this analysis (a 'production line' view of education is in no sense an ideal, and all we can meaningfully do is to aim to select those who are capable of profiting from the experience of education, regardless of the nature of the profit) and practical recommendation that, whilst external pressures force us to view high wastage as a problem, we should not view this as the whole picture.

Whiteside, M. T.	Jt. author	See 175

Wiles, David K. Jt. author See 126

Williams, A. T. Jt. author See 187

276 Williams, Gareth Are more dons worse dons? New Society, 1971, 448, 713-715.

Investigation (using published survey data) of effect of university expansion 1961-70, in terms of changes in quality of staff (first class honours degree/Ph D overall - choice of indicator supported by showing that universities use same criterion in selecting between applicants), with consideration of subject, type of university, type of post (teaching/research), age of entry to profession; leading to outline of problems associated with post-1970 lower rate of expansion.

Williams, Phillip Jt. author See 080

277 Willings, David What jobs are worth. New Society, 1971, 442, 435-437.

Investigation of students' knowledge of employment opportunities and attitudes concerning relative worth of authority of rank and of expertise; leading to argument that subject choice and thus later career selection is a chance process; implications for more adequate guidance to ensure a return from educational investment. Source of data - Samples of students in 1964-70 from universities in England and Scotland.

278 Wilson, Ronald S., Brown, Anne M. and Matheny, Adam P. Jr. Emergence and persistence of behavioral differences in twins. Child Development, 1971, 42(5), 1381-1398.

Investigation of respective contributions of genetic/constitional and life situation factors in child development, in terms of appearance and persistence of behavioural differences/similarities (seventeen variables) in infant twins, with consideration of extent to which overt behaviour of each twin indicates distinct behavioural style, and of differences according to sex and zygosity; leading to comparison of findings with earlier results. Source of data - Sample of 232 mothers of same sex twins (ages 3 months-6 years) in US. Longitudinal study.

279 Winston, Michael R. Through the back door: academic racism and the negro scholar in historical perspective. Daedalus, 1971, 100(3), 678-719.

Analysis, in historical context, of role of racism in development of negro higher education, viewed as a framework for assessment of contributions made by negro scholars to scholarship and to the status of the negro in American life (whites have had dominant role in determining nature of support given to negro colleges and, despite their motivation to philanthropy, concern for white supremacy has been uppermost); leading to chronological account of efforts of negro scholars to contribute to advancement of knowledge, from 19th century (negro scholars largely overlooked through white supremicist propoganda), to emergence of more broadly differentiated group of negro scholars in period 1920-45 (review of work illustrating how growth of black middle class and improved status of negro colleges supported golden age of scholarship, although segregation continued to operate as deterrent to research and publication), and subsequent period (desegregation has eroded clusters of research scholars in negro colleges, and emergence of black consciousness is in danger of destroying genuinely critical scholarship in those institutions); implication for future of black scholarship (survival will depend on extent to which racism can be disentangled from other conceptions of human purposes of education and scholarship).

280 Witkin, Robert W. Social class influence on the amount and type of positive evaluation of school lessons. Sociology, 1971, 5(2), 169-189.

Critique of 'class-culture conflict' model, or view that middle class culture of school is dissonant with working class culture, and hence that working class child negatively evaluates school experience (fails to distinguish between child's relation to wider values and utilisation of resources in pursuit of them, or between child's relationship to school as social system and experience within it); leading to presentation of alternative 'articulated systems' model (middle class child's relations with home, school and community are governed by a single superordinate system of generalised expectations and articulation is high, so that probability that experience within a particular system will diverge from expectations is great, whereas working class child's relations with different social systems are governed by expectations which are specific to the particular system and articulation is low, so that divergence between experience and expectations will be relatively less); test of hypotheses derived from each model in investigation of social class differences in pupils' orientation to school in general, and the English lesson in particular, with consideration of type of school (differences in level of involvement and participation encouraged by grammar and secondary modern schools) and taking account of sex; leading to discussion of explanations other than articulated systems model which might account for findings; implications for wastage of working class talent (however enjoyable and relevant experience of school is, social conditions generating child's mode of relating to world will continue to prevail in wider community). Source of data - Sample of 3,400 pupils (fourth year) from 36 secondary schools in England.

281 Woelfel, Joseph and Haller, Archibald O. Significant others, the self-reflexive act and the attitude formation process. American Sociological Review, 1971, 36(1), 74-87.

Presentation of theory of attitude formation (significant others seen as attitude specific, and process is one of categorisation whereby, under influence of significant others who define or provide models of self or objects, self-reflexive activity and related attitudes, as mediated by structural factors, ego develops filter categories through which he selectively interprets his environment); basis for investigation of relations amongst students' attitudes (levels of educational and occupational aspirations), expectations of persons (definers only) identified by subjects as significant others, self-reflexive activity (grade point average in high school to date, number of extracurricular activities, extent to which subjects see themselves as leaders in such activities), related attitudes (using educational aspirations for occupational aspirations, and vice versa), and position in social structure (family SES); leading to presentation of model of causal ordering of variables; implications for theory and methodology (definition and measurement of variables, particularly influence of significant others). Source of data - Sample of 100 high school seniors and 950 persons identified by them as significant others in US.

282 Wolkon, George H. African identity of the negro American and achievement. Journal of Social Issues, 1971, 27(4), 199-211.

Critique of argument that negro Americans have negative self concepts, negative identities and low self images, that those lead to poor academic achievement, and that negative self identity for members of minority groups is rooted in group identification, which leads to view that identification of negro American with Africa will be helpful in developing positive self image, and that this will be good for American society (lack of evidence, but crucial issue is that person belongs to more than one group and this ambiguity lessens probability of positive identification); basis for comparison of groups identifying themselves as coming from African/American family background, in terms of correlates of family background identification (demographic and socioeconomic variables, academic aptitude and high school performance, aspirations and other social-psychological variables, and college achievement), with consideration of sex; leading to complementary explanations of finding (data do not support relation between African identification and achievement) in terms that 1. African identification represents protest rather than positive identification, 2. performance measures employed might be confounded by instructor's judgment of students, 3. courses in which performance assessed are biassed to American values and culture; implications for socialising agencies in relation to possible social consequences of black identity crisis. Source of data - Sample of 216 students on remedial programme at one university in US.

283 Wright, Derek The changed morality of race discrimination. New Society, 1971, 452, 905-906.

Discussion of alternative predictions concerning the effect on attitudes of increase in amount of public discussion of race in the last decade; background to investigation of changes 1963-70 in moral assessment of colour discrimination, with consideration of influence of social events (comparison with changes in judgement on a number of other moral issues not affected by external events); implications in terms of need for schools to help young people to clarify these issues. Source of data - Samples of 2,276 sixth form pupils from 96 grammar schools in 1963, and 1,574 pupils from 66 of these schools in 1970, in England.

284 Wright, Derek A sociological portrait: sex differences. New Society, 1971, 474, 825-828.

Discussion of evidence relating to sex differences, and of alternative explanations (biological v social) for origin of sex differences.

Wynn, Ruth Jt. author See 230

Yoatz, Robert Jt. author See 007

285 Zellman, Gail L. and Sears, David O. Childhood origins of tolerance for dissent. Journal of Social Issues, 1971, 27(2), 109-136.

Argument that American political socialisation, apparently successful in developing respect for political authority and identification with political system, fails to engender public support for basic civil liberties for social dissenters; background to investigation of origins of this gap, in terms of relations amongst children's attitudes to free speech (abstract principles/concrete situations), age, IQ, self esteem, college motivation and politicisation, with consideration of extent to which preadolescents' attitudes resemble those of adults (marginal distributions and impact of high socioeconomic status); also investigation of relative influence of attitudinal mediators (attitudes to other races and to communism, chauvinism), and influence of antecedent variables on tolerance (direct and indirect family influences and child's self esteem, college bound peers as reference group, school programmes); implications for school programmes. Source of data - Sample of 1,384 children (ages 9-14), with additional data from parents, from one school district in US.

Zurick, Elia Jt. author See 255

PROTOTYPE SCHEME OF INTELLECTUAL ORGANISATION

Items in the sample bibliography are amongst those studied for the purpose of constructing our scheme, and are used here to illustrate the approach we are adopting.

The main sections comprised at present by our scheme are as follows:

	Colour coding
Theories and models	Old gold
Methodology	Green
Affiliation with area defined by journal policy	Salmon
Affiliation with area defined by 'significant author'*	Lavender
Affiliation with area defined by current interest	Buff
Variables	Blue
Sample	Yellow
Geographical location of investigation	White

Where necessary a section is preceded by an overview of the structure proposed for it.

It is possible that, when further developed, it may be appropriate to devise a notation for our scheme. For the moment, we hope that the colour coding distinguishing one section from another, and the overview prefacing each individual section, will be adequate to make the scheme's structure clear to those unfamiliar with it.

In an eventual printed publication, the presentation would be somewhat different. We illustrate overleaf the kind of format which might be most appropriate for use in an actual retrieval situation.

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* This term is coined by analogy with 'significant other' and denotes no evaluation.

INDIVIDUAL BACKGROUND: GENERAL SOCIAL

Note: We have found it impossible to make a distinction between factors as background/as experienced by an individual.

INDIVIDUAL

General 006 042 224

Social class background and position (It has been suggested that these items sh should be subgrouped into (1) origin, (2) previous experience, (3) current position).

003 007 009 012 014 016 020
021 045 055 061 064 065 069
072 074 078 081 082 089 090
101 110 114 120 131 133 138
142 163 182 185 186 195 196
201 211 222 226 229 232 235
238 239 255 261 264 265 267
272 280 281 282

The following are singletons in the present sample, not being clearly regarded as indicators of social class:

Disadvantagement 219

Fatherless status 069

Married women's participation in work 211

Mother's employment situation 265

CATEGORIES OF INDIVIDUALS DEFINED IN TERMS OF

General social characteristics 103 130

Cultural assimilation 223

Social class 005 006 033 078 153

INDIVIDUAL BACKGROUND: EDUCATIONAL

Note: We have found it impossible to make a distinction between factors as background to/as experienced by an individual.

INDIVIDUAL

General 007 021 041 045 107 134 197 207 264

Course/department affiliation 010 045 053 061 101 103 107 110 142 158 174 185 190 196 215 245 266 276 285

Educational qualifications 129 135 174

Informal educational experiences (eg use of mass media) 007 041 068 207 285

Mode of instruction received 198 245

Position in educational structure 006 032 218 266

Type of educational institution attended 008 009 014 053 061 062 064 065 072 101 121 129 142 174 196 247 254 255 266 276

CATEGORIES OF INDIVIDUALS DETERMINED IN TERMS OF

Course/department 186

INDIVIDUAL BACKGROUND: OCCUPATIONAL

Note: We have found it impossible to make a distinction between factors as background/as experienced by an individual.

INDIVIDUAL

General 041 129 133 142 196 197 232 234 264

Specific occupational experiences 007 056 106 135 155

Information sources used in choice of occupation 009 265

Status within organisation 015 149 096

Type of post 056 062 096 135 276

The following are singletons in the present sample:

Age of entry to profession 276

Expertise 015

Location of employment 142

Occupational mobility 143

CATEGORIES OF INDIVIDUALS DEFINED

Qualifications 104

THEORIES AND MODELS

THEORIES AND MODELS

Overview of structure

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF SOCIAL WORLD

Social system as unit of study (individual as element in social system)
- Theories and models in terms of 'approaches'
  - General traditions
  - Other specific models
- Theories and models in terms of the phenomena to which they refer
  - General areas
  - Particular conceptualisations of different phenomena
- Concepts of an analytical nature

Individual as unit of study (social system as element in individual's environment)
- (Subdivisions as above)

Syntheses between thinking at personal/interpersonal and social levels

'CONTROL' VIEWS OF SOCIAL WORLD

(Subdivisions as above)

THINKING ADDRESSED TO PRACTICAL ISSUES

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS

Frameworks or concepts relevant to intervention

Assumptions guiding definition of concepts employed in current intervention policies

Factors in current situations relevant to current intervention policies

EVALUATION OF INTERVENTION SITUATIONS

Intervention proposals
- Goal setting
- Implementation of goals

Intervention effects
- Comparison of actual/intended effects
- Analysis of unintended effects

Structure illustrated by means of documents listed in sample bibliography

The criterion for inclusion in this index is that of thinking about a situation rather than accepting a taken for granted view of it. The index is divided into two parts. The first represents thinking addressed to theoretical questions. In the second, we explore the possibility of bringing together theories and models which researchers have employed to provide insights into situations raising issues of practical concern, along with the thinking of those directly concerned with policy making in relation to social intervention.

THINKING ADDRESSED TO THEORETICAL ISSUES

A central distinction is made between 'order' and 'control' views, based on Dawe's characterisation of models which focus on system and action respectively, the dominant actor in the first case being the system and, in the second, the person.

As subsidiary divisions in each of these sections, we distinguish between two ways of characterising theories and models: first, approaches such as 'isms' which can be characterised by means of established labels and, second, theories and models which are usually described in terms of the phenomena to which they refer. If the thinking guiding a particular study can be characterised in both ways, we index both. In the case of studies which combine elements from several theories, they are indexed under all the relevant headings. It is also our policy to index positions which authors reject as well as those they espouse. Additionally we list in each section, selectively and experimentally, a number of different concepts used in general, to adopt Blum's terms, in a way which is analytic rather than sensitising. Some of these concepts (those which are relatively directly operationalisable) are also indexed in the variables index.

'ORDER' VIEWS OF THE SOCIAL WORLD

We subdivide 'order' views on the basis of unit of study

Social system as unit of study (individual as element in social system)

Theories and models in terms of 'approaches'

General traditions

Conflict	047 151 173
Consensus	173
Cybernetic	173
Exchange	173
Functional	047 151 257
Marxist	144 153

There are also approaches described in terms such as 'man as judgmental dope' (052) and 'sociological-scientific absurdity' (091). These tend to be used in a pejorative sense, and we have two few items in our present sample to determine how to handle them.

Other specific models

Bureaucratic and formal organisational models	004 034 102 119 122 151 170
Communication-exchange-coalition model	173
Embourgeoisement thesis	201
Input/output systems models	017 103 130
Role models	184
Subcultural models	072 206

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF THE SOCIAL WORLD

Social system as unit of study cont'd

Theories and models in terms of the phenomena to which they refer

General areas

Collective behaviour (including student unrest) 153 180

Differential access to life chances (including equality of opportunity) 130 173

Innovation and change 129

Institutionalised human groups 118

Relation between education and society 014 017 047 144 217 252 254 256 274

Stratification 047 103 173

Urban politics 126

We do not propose to index here societal theories of a wholly generalised nature.

Particular conceptualisations of different phenomena

Academic reward system as exchange process 187

Collectivities as interactional networks 257

in terms of constituent bodies 257

Curriculum research as a discipline 273

Forms of social organisation as mediating between social structure and social change 140

The precise relation between the two categories under this heading cannot be fully clarified on the basis of our present limited sample.

Concepts of an analytical nature

No basis on which these concepts might helpfully be subgrouped is apparent for our present sample

Ascription/achievement 047

Bargaining 047

Bases of power 126 173

Cueing 256

Formal/communal organisation 118

Formal/informal (including structured/unstructured) organisation 004 102 151

Freedom 118

Individuated heteronomy/commensual heteronomy/commensualism/heterarchy/simple, unitary, limited, balanced centralism/feudalism 257

Integrative mechanisms 102 233

Locus of control 014

Open/closed system 254 256

Organic/mechanistic organisation 004

Rate of regeneration 170

Strategies for avoiding dependence 173

Strategies for ensuring failure 252

Structured belief system 180

Voluntarism/corporate voluntarism/democratic localism/bureaucracy 140

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF THE SOCIAL WORLD cont'd

Individual as unit of study (social system as element in individual's environment)

Theories and models in terms of 'approaches'

General traditions

Deficit models 209 270

Deviance models 038 074 223

Difference models 209 229 261 270

Environmental theories 007 016 020 050 065 068 098 101 130 226 278 284

Evolutionary theories 250

Experimental approaches 128 145

Field theory 253

Genetic theories 016 050 098 130 278 284

Linear/temporal (including causal) ordering of variables 033 077 093 117 133 138 154 232 281

Psychoanalytic theories 020 211 250

Small group theories 096

Social learning theories 038 211 250 267

'Stage' theories 003 050 073 084 093 127 136 148 181 195 212 231 240 248 255 259 267

We recognise that associational or correlational studies represent a tradition in the same sense as those listed above. We do not propose to index them here, since the category would be too overburdened to have much practical value.

As a slightly different way of defining 'tradition', we propose to introduce an additional subset of headings which represent current theoretical debates (this set of headings would require updating more frequently than most). For example:

Social structural v social psychological explanations 041 055 078 121 129 186 247

The heredity-environment debate is another example.

Other specific models

Articulated system model (concerning individual's relation with different social systems) 280

Biculturation models 270

Bureaucratic and formal organisational models 015

Class culture conflict models 175 280

Identification theories (including imitation and modelling) 065 087 120 214 267

Labelling theories 152

Theories and models in terms of the phenomena to which they refer

General areas

Acculturation 007 270

Achievement 016 038 055 078 229 247 261

Activism 033 082 185 186

Attitude formation and change 152 154 181 267

Decisionmaking 024 041

Delinquency 074

Development 003 050 073 084 093 120 127 136 195 231 240 250 259

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF THE SOCIAL WORLD

Individual as unit of study

Theories and models in terms of the phenomena to which they refer

General areas cont'd

- Differential access to life chances (including equality of opportunity) 077 110 130 138
- Interpersonal choice 096
- Language 050 068 073 087
- Lower class political extremism 207
- Mental abilities 098 101 128
- Motivation 248
- Occupational mobility 015 133 157
- Race relations 214
- Sex role differentiation 065 284
- Socialisation (including political socialisation) 064 093 117 121 250

Particular conceptualisations of different phenomena

- Activism as political romanticism 059
- Adolescence as marginal role 148
- Attitudes as determined by events 215
  - as determined by instruction 215
  - as hierarchically structured 056
- Career decisions as an additive process 061
- College cultures in terms of needs and presses 253
- Development of ideals as transfer of affect 255
- Early and later experiences as interacting to determine married women's family and career patterns 211
- Education as equalising opportunity 162
  - as reinforcing individual's genetic and social capacities 162
- Frustration as normal 020
- Home/school interaction as dynamic process 081
- Life space in terms of personality needs and environmental presses 253
- Mental abilities as hierarchically structured 130
- Mobility as compensatory process 143
  - as disruptive process 143
- Motives as causal antecedents 027
  - as hierarchically structured 136
  - as private states 027
- Nature of bureaucratic man 149 150
- Occupational choice as funnelling process 054
  - as scanning of shifting range of options 054
- Parental reports of childrearing in terms of dimensions 063
- Political extremism as age-related 161
  - as determined by events 161

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF THE SOCIAL WORLD

Individual as unit of study

Theories and models in terms of the phenomena to which they refer

Particular conceptualisations of different phenomena cont'd

Social divisiveness as consequence of social change	048
Status allocation as related to societal evaluations of colleges	137

We would expect to subsume some items such as these under 'general areas' headings with a larger sample of material. The precise relation between these categories cannot be fully clarified on the basis of our present limited sample.

Concepts of an analytical nature

No basis on which these concepts might helpfully be grouped is apparent for the present sample.

Academic/collegiate/collegiate scholar/independent	072
Ascription/achievement	015 223
Authoritarian/democratic orientation	033 048
Authoritarian/egalitarian orientation	182
Basic learning ability	098
Behavioural style	278
College 'charter'	137
Commands/reasoning	097
Conflict environmental force units	020
Convergent/divergent orientation	022 101
Culture/counterculture	148
Deep structure	050
Formal/informal (including structured/unstructured) organisation	020 101 247
Home and family/wider interests	201
Home-centred aspiring/solid working class	068
Husband-dominant/syncratic/autonomic/wife dominant power structure	041
Inauthentic images	152 181
Instrumental-task/sociable-person orientation	096
Intolerance/openmindedness	149 150
Intrinsic/extrinsic orientation	078 106 187 264
Local/cosmopolitan orientation	266
Locus of control	038 146 238
Modern/traditional orientation	007
National style	003 084
Self direction/conformity	149 150
Seniority/expertise	015
Speech convergence/divergence	087
Uncommitted/integrationist/nationalist/pluralist orientation	071
Unresponsive/dependent-compliant/thoughtful-persistent/offensive-combative/other modes of adaption	020
Value themes	093

THINKING ADDRESSED TO THEORETICAL ISSUES

'ORDER' VIEWS OF THE SOCIAL WORLD

Individual as unit of study

Concepts of an analytical nature cont'd

Vocational/academic orientation 190 266

Youth/middle class values 048 206

Typologies of developmental stages could also be indexed here if this would be helpful.

In principle, it would be quite feasible to merge this list of concepts with those indexed under the heading of nonpersonalised views. In practice, we assume that concepts vary in meaning depending on general theoretical context, and therefore propose to keep the two inventories separate. If anything, we fear that we have already lost meaning by divorcing them from their particular contexts.

Syntheses between thinking at personal/interpersonal and social levels

We have only three items under this heading in our present sample, the thinking involved being:

Classical urban theory/psychological model of intrafamilial socialisation 262

Formal sociology (notions of dyad and triad as simplest forms of undifferentiated and differentiated social systems, also ascription/achievement and organic/mechanical systems)/psychoanalytic theory 224

Structural functional/social psychological 239

A decision on the most appropriate way of building such approaches into our scheme would be premature.

'CONTROL' VIEWS OF THE SOCIAL WORLD

Theories and models in terms of 'approaches'

General traditions

Action	025
Existentialist	091
Interaction	199
Marxism	013
Symbolic interaction	139

More general labels for items which, in broader terms than the approaches we have just listed, contrast 'control' with 'order' views, are:

Phenomenological	052
Radical sociology	013

It is impossible to predict whether indexing at this level of generality would have any value in the long term, and we feel a decision on this point should be deferred.

Other specific models

Theory of the definition of the situation 115 251

Theories and models in terms of the phenomena to which they refer

General areas

Attitude formation and change 021 281

Meaning 091

Occupational choice process 025 115

Role identification 272

Social ascription of motives 027

THINKING ADDRESSED TO THEORETICAL ISSUES

'CONTROL' VIEWS OF THE SOCIAL WORLD

Theories and models in terms of the phenomena to which they refer cont'd

Particular conceptualisations of different phenomena

Adult/child relationship as grounded in taken for granted social evaluations 060

Creation of adolescence as social fact 011

Marriage as mechanism for personal validation 018

Nature of adolescent experience 051

- definitions of work 264
- work orientations 234

Concepts of an analytical nature

No basis on which these concepts might helpfully be subgrouped is apparent for our present sample

Allocational frameworks 234

Awareness contexts 115

Cultural/habitual personal/unique personal definitions 251

Reference individual 199

THINKING ADDRESSED TO PRACTICAL ISSUES

Discussion of findings from the viewpoint of possible or desirable social intervention is the criterion for inclusion of a model or theory under this heading. This means that many of the models here are models of the social intervention process, but the section is not confined to them. The notion of model is defined more broadly than in the previous section, to include studies which take a specification of the variables in a situation as their model, as well as studies employing a fully worked out theory.

The central distinction we propose is between models used to guide conceptualisation of situations (on the assumption that the nature of the situation is problematic) and models used to guide evaluation (taking the nature of the situation for granted, and relating 'actual' to 'ideal' or future states in terms of some kind of means/ends framework).

There are no precedents to guide us in constructing an index of this kind, and it should be considered as a first exploration of the problems involved.

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS

The models indexed here are ones which have been used in thinking about the intervention process, though not necessarily conceptualisations of it. The common factor is that insights afforded by the models have been translated by authors into implications (direct or indirect) for action. We have constructed three categories under this heading. We index, by the intervention issues on which they have been brought to bear: (1) frameworks or concepts employed in research affording insights or data on, or relevant to, policy issues; (2) assumptions guiding definition of concepts employed in current intervention policies; and (3) items which seek to clarify factors in contemporary situations relevant to current intervention policies. There is no suggestion that the categories are mutually exclusive.

Frameworks or concepts relevant to intervention

Educational policy in general

Technocracy and community control as models for educational reform 141

Curriculum of higher education

Relation between education and employment structure as complex and dynamic 030

3

THINKING ADDRESSED TO PRACTICAL ISSUES

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS

Frameworks or concepts relevant to intervention cont'd

Curriculum of high school

Characteristics of adolescence as psychological stage 148

Distribution of educational resources

Bases of public support for educators as changing 005

Equality of opportunity as capital embodiment 156

Education and social advancement of minority groups

Achievement as related to differences in educational opportunity 130

as inhibited by value orientations 229

Black college as system responding to hostile supersystem 132

Black identity crisis viewed in terms of relation between group identification, self image and achievement 282

Educational failure as outcome of mainstream culture's inability to cope with biculturation process 270

Life chances of blacks as related to family stability 077

Equality of opportunity for higher education

Nature of educational attainment process 232

Specialisation (direction and extent)

Career choice as additive process in terms of factors slanting people towards a career 061

Teaching methods in higher education

Learning not as mechanical process but as an experience 198

Urban education

Role of education in resolution of societal problems as contingent on socioeconomic and political forces 036

Wastage in teacher education

Notion that teacher education has value for jobs other than teaching 203

Assumptions guiding definition of concepts employed in current intervention policies

Compensatory education

Nature of educational need 002 080

parental involvement 001

Comprehensivisation

Beliefs about optimum size of school 105

Distribution of educational resources

Nature of regional inequality 260

Education of minority groups

Assumption that community control will increase sense of fate control and hence achievement 146

Equality of educational opportunity

Views as to genetic difference 075

Assumptions about relation between selection on the basis of ability and social or ethnic origin 110

selection and guidance 095

Assumptions guiding definition of concepts employed in current intervention policies cont'd

Expansion of higher education

Range of factors relevant in predicting effect on academic standards 023

Provision of sixth form places

Assumptions about proportion of children staying on in relation to comprehensivisation and raising of school leaving age 019

Selection

Assumptions about nature and function of selection, and about desirable learning outcomes 275

Social service

Assumptions about social need, family and community, and about appropriate organisational structure 243

Teacher deployment

Beliefs about relation between pupil development and close stable emotional relations between pupil and teacher 104

Wastage in polytechnics

Assumptions about factors in wastage 037

Women's liberation

Views of women as equal v equivalent 271

Factors in current situations relevant to current intervention policies

General social policy

Aspects of family background effects 114

General educational policy

Educational and career background of science as compared with other graduates 142

Change in social attitudes

Aspects of emotional disturbance amongst university students 100

Curriculum

Educational values of arts v science undergraduates 190

Range and nature of environments, and understanding by actors in situation, as factors in curriculum research and development 167

Educational change

Aspects of adolescent educational experience 172

Problems of student teachers in college and practice school 062

Educational research

American pattern as model for organisation of educational research in Britain 147

Language teaching

Ethnocultural differences in language development 032

Manpower flow

Career aspirations of sixth formers 265

Moral education

Changes in attitudes to race 283

Polytechnics

Educational and career background of Directors of Polytechnics as factors in implementation of government policy 197

THINKING ADDRESSED TO PRACTICAL ISSUES

CONCEPTUALISATION IN RELATION TO INTERVENTION SITUATIONS

Factors in current situations relevant to current intervention policies
cont'd

Raising of school leaving age

Issues associated with implementation of policy 124

School organisation

Alternative arrangements for pastoral care in large secondary schools 241

Effects of increase in size through comprehensivisation 049

Selection

Range of variables related to success/failure at university 107

Social change

Alternative techniques of sensitivity training 244

Streaming

Relation between season of birth and intellectual performance 263

Technical colleges

Factors influencing educational decisions of students 009

Urban education

Legal decisions concerning social issues relevant to education 236 237

Vocational guidance and counselling

Factors in career choice 277

Wastage of teachers

Married women's perceptions of compatibility of teaching with marriage 235

EVALUATION OF INTERVENTION SITUATIONS

We define evaluation to include proposals as to the nature of the intervention appropriate to given situations, as well as description of the effects of interventions actually implemented, relative to their predicted or intended effects, in given situations.

There are a number of elements in the models employed (eg nature of goals, aspects of situation prompting consideration of intervention, nature of change required, means by which desired change may be achieved). We do not feel able, on the basis of our present sample, to make firm proposals as to the structuring of categories under this heading. Provisionally, we have grouped items on the basis of the central question addressed, the major distinction being one between proposals for and evaluating effects of intervention strategies. This is a distinction between different stages of the intervention process and, in terms of the documents at least, the categories differ only in emphasis.

Intervention proposals

Items in the two sections under this heading (goal setting and goal implementation) are indexed by the goal under consideration.

Goal setting

Items under this heading focus on intervention in terms of the goals appropriate to given situations. Almost all the examples in our present sample refer to black colleges.

Balance between black identity and participation in wider society as goal of black college in context of white involvement in future of black college 204

THINKING ADDRESSED TO PRACTICAL ISSUES

EVALUATION OF INTERVENTION SITUATIONS

Intervention proposals

Goal setting cont'd

Biculturation of black youth as goal of black college in context of racism and black awareness 039

black youth as goal of black college in a racially integrated society 116

Community service as function of black college in a desegregated society 112

Differentiation of role amongst black colleges in context of wider educational opportunities for blacks, and present stage of educational finance 268

Equality of educational opportunity for black youth as goal of black college in a racially unitary society 088

Ideology for blacks and understanding of black predicament as goals of black college in context of white oppression 134

Leadership preparation as function of black college so as to maximise potential of black power in a pluralist society 066

Radical change in role of urban schools relative to other education resources in community so as to replace bureaucratic control by community participation 099

Implementation of goals

The items under this heading focus on intervention in terms of given goals and means by which they may be realised. By contrast with items in our later categories, items indexed here tend to describe rather than to assess the effectiveness of means relative to goal.

Achievement motivation of lower class adolescents in relation to alternative reward strategies 249

Achievement of inner city youngsters dependent on appropriate teacher attitudes 242

Affective development of low curiosity children as related to sex role socialisation and nature of learning environment 177

'Arts of the eclectic' as basis for helping students of education to relate behavioural science theory to educational situations 228

Classroom observation by student teachers more effective if students are provided with conceptual framework to interpret it 086

Educational equity for blacks dependent on relevance of programmes to black experience 026

Equality of educational opportunity for minority groups dependent on teaching methods in accord with nature of ability 130

Infant schooling dependent for effectiveness on relevance to developmental needs of child 085

Role change in headteachers by means of courses to prepare them for democratic decision making 200

Teacher education sensitive to needs of teachers in contemporary society in terms of courses built around concepts of role and role strain 213

Wastage in polytechnics likely to be minimised through measures to allow transfer among courses 037

THINKING ADDRESSED TO PRACTICAL ISSUES

EVALUATION OF INTERVENTION SITUATIONS cont'd

Intervention effects

We have noted two general approaches to the study of intervention effects, irrespective of whether the method of study is by reasoning or empirical investigation. The first approach involves comparison of actual with predicted or intended effects. The second analyses the intervention situation to 'diagnose' factors responsible for unintended consequences. The two approaches are not mutually exclusive. Indeed, the second necessarily presupposes the first. Items in these two categories are indexed by the means in question relative to a given goal.

Comparison of actual/intended effects

Black colleges as agents in emergence of 'black estate' 160

Community control of schools for blacks by blacks as means towards racial integration 169

Day care as factor in development of young children 219

Education as agent for achieving aims of socialism 029

  as agent for democratisation 179

Industrial training as element in sandwich courses 245

Intervention strategies as means for improving communication skills 193

Labelling to conceal rank as means of overcoming effects of streaming 192

Laissez-faire as policy for educational finance 208

Participation by children in world of work as means for improving intergenerational communication 094

Practical experience as element in training of teachers of disadvantaged 155

Procedures to facilitate entry into school as means of overcoming effects of separation from mother 230

School integration as means towards racial integration 169

Selection criteria as factor in entry to higher education 053

Sex instruction for primary school children 220

Teacher/pupil ratio as factor in educational performance 163

Teachers as agents of political socialisation in a democratic society 135 174

Teaching style as factor in children's problem solving behaviour 246

Technocracy v community control as models for educational reform 141

Analysis of unintended effects

Administrative relations amongst agencies responsible for innovation as factor in dilution of federally initiated reform 188

School, family and peer influences as factor in inadequacy of political socialisation 285

Social control mechanisms in schools as factor in differential educational success amongst races 252

Teacher reactions as factor in innovation in schools 210

METHODOLOGY

METHODOLOGY

Overview of structure

METHODOLOGICAL POSITIONS

ACTORS' MEANINGS AS UNIT OF STUDY

- Appropriateness of explanation relative to model
  - Assumptions guiding study of ...: ...
  - Approach to study of ...: ...
- Validity of evidence relative to nature of explanation sought
  - General strategies for study of ...: ...
  - Specific procedures for study of ...: ...

INDIVIDUAL AS UNIT OF STUDY

- Individual behaviour/difference
  - (Subdivision as above)
- Individual development
  - (Subdivision as above)
- Situational influence
  - (Subdivision as above)
- Interpersonal interaction
  - (Subdivision as above)

SOCIAL SYSTEM AS UNIT OF STUDY

- Organisational level
  - (Subdivision as above)
- Institutional level
  - (Subdivision as above)
- Cultural level
  - (Subdivision as above)

OTHER WAYS OF CHARACTERISING DOCUMENTS RELEVANT TO METHODOLOGICAL ISSUES

METHODS AND TECHNIQUES EMPLOYED (Sample inventory)

- Methods and techniques which have general implications for research approach
- Methods and techniques of data collection
- Methods and techniques of data analysis

Note: Examples of specific issues which might be pinpointed in the further development of the 'methodological positions' section of this index include range and explanatory power of theory, conceptualisation of situation as static/dynamic, conceptualisation in terms of structure/process. Other 'inventories' which might be constructed include definitions of concepts, named instruments and measures.

Structure illustrated by means of documents listed in sample bibliography

We define methodology as concerned with procedures of investigation in terms of goodness of fit between conceptual model and evidence of whatever kind. The assumptions guiding an observer's procedures of investigation often remain implicit. We have so far studied only a limited number of documents, whose methodology is explicit, for purposes of constructing this index. We are, for the time being, excluding from consideration studies specifically intended to guide policy. The categories we propose are therefore purely provisional, and the indexing selective.

We are experimenting with two approaches. The first involves indexing factors bearing on nature and quality of evidence in relation to aspects of models which may have methodological significance. Specifically, we have distinguished between considerations in appropriateness of explanation relative to model and considerations in validity of evidence relative to explanation sought as factors concerning evidence. We have indexed them in relation to unit/level of analysis selected as characteristics of models relevant in determining the nature of evidence required. We append suggestions as to other characteristics of models which might later be built into the index.

Our second approach involves a broad categorisation of methods and techniques employed, which leaves the user free to impose his own construction in terms of the criteria by which he judges appropriateness to the investigation in hand (either relation between assumptions implicit in methods and those of model, or some other definition of goodness of fit). We append suggestions as to how this approach also might be extended.

METHODOLOGICAL POSITIONS

ACTORS' MEANINGS AS UNIT OF STUDY

We propose to structure this category solely in terms of the methodological issues raised.

Appropriateness of explanation relative to model

Assumptions guiding contemporary radical sociology:

- non-objectivism, relativism, rejection of causal determinism 013

guiding study of occupational choice:

- alternative rationalities as contrasted with postulation of given type of rationality 115

Approaches to study of behaviour as socially intelligible:

- analysis of observable courses of action, in which motives serve as observer's rules of relevance in imputing socially available orientations 027

to study of individual acts:

- Marxist analysis as appropriate to focus of contemporary radical sociology 013

to study of work orientations:

- analysis of ways in which people construct their social world, viewed as more adequately taking account of variations within a group than use of prior frameworks 234

Validity of evidence relative to nature of explanation sought

General strategies for study of actors' definitions:

- allowing categories to emerge from data, as compared with imposing categories on data 234
- amenability of theory of definition of situation to empirical investigation 251
- open choice v set categories as means for operational study 264

METHODOLOGICAL POSITIONS

ACTORS' MEANINGS AS UNIT OF STUDY

Validity of evidence relative to nature of explanation sought cont'd

Specific procedures for study of actors' definitions:

- 'awareness contexts' as means of representing actors' definitions of situations 115
- generalisability of data derived from open questions, as compared with forced choice 264

for study of attitude formation:

- adequacy of estimation procedures in relation to sophistication of theory employed in investigation 154
- definition and measurement of variables in context of investigation of attitude formation as process of self reflexive activity and selective interpretation of environment 281

for study of occupational choice:

- feasibility of portraying data summarising objects in terms of their perceived attributes by a common spatial representation 054

INDIVIDUAL AS UNIT OF STUDY

Individual behaviour/difference

Appropriateness of explanation relative to model

Approaches to study of individual behaviour:

- analysis in terms of causal antecedents, private states or concrete speech acts, viewed as focussing on surface phenomena and as posing problem of motives as factual one 027

to study of political attitudes and behaviour:

- observers' explanations, contrasted with those of actors (New Left), for understanding of political attitudes and behaviour of other actors (students in general) 082

Validity of evidence relative to nature of explanation sought

General strategies for educational research:

- procedures for ensuring confidentiality of data, in particular data from survey questionnaires 028

Specific procedures for study of attainment:

- distortion through cultural bias in tests and ratings 282
- validity of scales combining educational and occupational measures 221

for study of educational situations:

- procedures for determining whether findings of educational research are genuinely contradictory, and for combining them when appropriate 159

for study of mobility:

- procedures for taking account of problem of controlling prior and present SES simultaneously 143

for study of racial preferences:

- value of picture ranking instrument 214

METHODOLOGICAL POSITIONS

INDIVIDUAL AS UNIT OF STUDY cont'd

Individual development

Appropriateness of explanation relative to model

Assumptions guiding study of adolescence:

continuing validity of established theory in relation to change in empirical situation 148

guiding study of children's legal development:

universal applicability of given theory 259

Approaches to study of children's legal development:

interpretation of data in light of several different models to take account of complex nature of process 267

Validity of evidence relative to nature of explanation sought

Specific procedures for study of child development:

effectiveness of Bayley Infant Scales for predicting scores on WISC and Bender-Gestalt tests 089

Situational influence

Validity of evidence relative to nature of explanation sought

General strategies for study of college impact:

appropriateness to nature of data, hypothesis to be tested, pattern of correlations 079

Specific procedures for study of achievements of highly selective schools:

distortion from measures employed, analysis of regression phenomenon 125

for study of economic effects of educational institution:

measurement of rate of return in relation to characteristics of students in a given institution 164

for study of family interaction in relation to psychological adjustment:

discriminatory power of measures 189

for study of family stability amongst blacks in US in relation to life chances:

awareness of several components in family stability, trends in which may differ, and need to examine evidence separately for children and adults 077

for study of housing density:

need for clarification of concepts, variation in situations studied, statistical control of confounding influences, improvement of measures 183

for study of streaming:

distortion from differences in results of cross-sectional/longitudinal studies, difference and equivalence of measures, distorting effects of methods of analysing data 165

METHODOLOGICAL POSITIONS

INDIVIDUAL AS UNIT OF STUDY cont'd

Interpersonal interaction

Appropriateness of explanation relative to model

Assumptions guiding study of mother-child interaction:

continuing validity of established model 182

Validity of evidence relative to nature of explanation sought

General strategies for study of mother-child interaction:

observation as supplement or alternative to secondhand data as means of reducing distortion 166

observation in home as compared with laboratory study 182

review of procedures 166

Specific procedures for study of decision making in the family:

distortion through questioning only of wives, overrepresentation of traditional male decision areas, inadequate consideration of personality variables 041

SOCIAL SYSTEM AS UNIT OF STUDY

Organisational level

Appropriateness of explanation relative to model

Assumptions guiding study of social organisations:

qualitative difference amongst institutionalised human groups 118

guiding study of formal organisations:

notion that model of formal organisation may be taken for granted, relying on concept of informal organisation to explain behaviour which does not fit the model v notion of actual structure behind model 151

Approaches to study of social organisations:

rate of regeneration as basis for comparison of organisations 170

to study of formal organisations:

value of complementary viewpoints as means of predicting undiscovered relationships and suggesting new variables 034

Validity of evidence relative to nature of explanation sought

General strategies for study of formal organisations:

emphasis on objective institutional v subjective attitudinal measures 119

Institutional level

Appropriateness of explanation relative to model

Approaches to study of education:

Marxist approach, dealing with specific processes in a country as forms of general laws of development, clarifying them in the context of the concrete historical and social situation, and evaluating them by appropriate criteria, contrasted with 'mere description' as approach to comparative study of education 144

viewpoint 'from inside looking out' as appropriate to historical study of education 258

METHODOLOGICAL POSITIONS

SOCIAL SYSTEM AS UNIT OF STUDY

Institutional level cont'd

Validity of evidence relative to nature of explanation sought

General strategies for study of education:

methods of several disciplines appropriate to historical study which focusses on education in its involvement with rest of society 258

validity of distinguishing between ability/aptitude tests and achievement tests, and regarding them as input and output indicators respectively, for study of educational inequality 130

Cultural level

Appropriateness of explanation relative to model

Approaches to study of sociology of literature:

alternative views of culture 057

Validity of evidence relative to nature of explanation sought

Specific procedures for study of sociology of literature:

distorting effect of use of quantitative methods, unrepresentative samples, inadequate range of situations studied 057

Note: Examples of specific issues which might be pinpointed in the further development of this index include range and explanatory power of theory, conceptualisation of situation as static/dynamic, conceptualisation in terms of structure/process.

OTHER WAYS OF CHARACTERISING DOCUMENTS RELEVANT TO METHODOLOGICAL ISSUES

METHODS AND TECHNIQUES EMPLOYED (Sample inventory)

Methods and techniques which have general implications for research approach

Analysis of predictable deviant cases 034 118
Case study 034 187 233
Crosscultural comparison 003 042 084 106 158 240 259 262 264
Content analysis 272
Event analysis 173
Field research 270
Historical study and comparison 057 067 076 140 141 225 258
Laboratory based study 021 128 173 182
Longitudinal study 003 072 090 122 215 219 263 278
Quantitative approach 057
Replication 119 121 206
Reputational analysis 173
Small group study 173
Sociometric method 218
Survey method 028 274

Another candidate under this heading would be economic study.

OTHER WAYS OF CHARACTERISING DOCUMENTS RELEVANT TO METHODOLOGICAL ISSUES

METHODS AND TECHNIQUES EMPLOYED (Sample inventory) cont'd

Methods and techniques of data collection

We would propose to include here techniques of observation and questioning, choice of subjects, choice of situations, excluding very widely used methods such as questionnaire and interview.

Methods and techniques of data analysis

Cluster approach	159
Factor analysis	063 253
Input/output analysis	079
Partitioning explained variance	079
Path analysis	033 079 093 133
Rate of return approach	164 269
Regression analysis	125 143
Residual gain	165
Stochastic model for change	079

Note: Other 'inventories' which might be constructed include definitions of concepts, named instruments and measures.

AFFILIATION WITH AREA DEFINED BY JOURNAL POLICY

A134

AFFILIATION WITH AREA DEFINED BY JOURNAL POLICY

Proposed structure

As one element in collective perceptions of the patterning of work in the field, namely the editorial policy of journals, we propose to index articles by the journals in which they were published. (Books would be indexed by publishing house.)

Arrangement is alphabetical by journal, the section for each journal representing a contents list of relevant items.

Structure illustrated by journal arrangement of documents listed in sample bibliography

This index is the first of three which seek to take account of different ways of viewing the patterning of work in a field. Here we index the material in our sample by the journal in which it was published (if books were included they might be indexed under publisher). The assumption is that journals (and publishing houses) tend to have editorial or substantive enquiries. The overall distribution of articles by journal of publication thus reflects a distinctive characterisation of work in a field, which may serve as a language in which to talk about enquiries currently in progress. We believe that, on occasion, the most appropriate way of characterising a problem for investigation may be in terms of consonance with the editorial policy of a particular journal or journals. In this case, the effective procedure for locating relevant material in a retrieval system will be to search the output of the journal or journals in question.

AMERICAN JOURNAL OF SOCIOLOGY

76(4)

604-626

Armer, Michael and Youtz, Robert Formal education and individual modernity in an African society. (007)

673-697

Elder, Glen H. Jr. Intergroup attitudes and social ascent among negro boys. (071)

76(5)

831-846

Goodwin, Glenn A. On transcending the absurd: an inquiry in the sociology of meaning. (091)

857-872

Rushing, William A. Class, culture, and "social structure and anomie". (223)

76(6)

999-1020

Kandel, Denise B. Race, maternal authority, and adolescent aspiration. (138)

1021-1047

Peres, Yochanan Ethnic relations in Israel. (202)

77(1)

1-18

Kessin, Kenneth Social and psychological consequences of intergenerational occupational mobility. (143)

89-107

TenHouten, Warren D., Tzuen-jen, Lei, Kendall, Françoise and Gordon, C. Wayne School ethnic composition, social contexts, and educational plans of Mexican/American and Anglo high school students. (261)

108-130

Braungart, Richard G. Family status, socialization, and student politics: a multivariate analysis. (033)

AMERICAN JOURNAL OF SOCIOLOGY cont'd

77(2)

279-292

Westhues, Kenneth An alternative model for research on Catholic education. (274)

77(3)

472-490

Beattie, C. and Spencer, B. G. Career attainment in Canadian bureaucracies: unscrambling the effects of age, seniority, education, and ethnolinguistic factors on salary. (015)

527-539

Jones, F. Lancaster Occupational achievement in Australia and in the United States: a comparative path analysis. (133)

AMERICAN SOCIOLOGICAL REVIEW

36(1)

1-17

Farley, Reynolds and Hermalin, Albert I. Family stability: a comparison of trends between blacks and whites. (077)

18-29

Mitchell, Robert Edward Some social implications of high density housing. (183)

51-65

Hillery, George A. Jr. Freedom and social organization: a comparative analysis. (118)

74-87

Woelfel, Joseph and Haller, Archibald O. Significant others, the self-reflexive act and the attitude formation process. (281)

98-109

Blum, Alan F. and McHugh, Peter The social ascription of motives. (027)

36(2)

207-222

Featherman, David L. The socioeconomic achievement of white religioethnic subgroups: social and psychological explanations. (078)

235-249

Simmons, Roberta G. and Rosenberg, Morris Functions of children's perceptions of the stratification system. (239)

250-263

Lammers, Cornelius J. Student unionism in the Netherlands: an application of a social class model. (153)

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36(2) cont'd

264-278

Centers, Richard, Raven, Bertram H. and Rodrigues, Aroldo *Conjugal power structure: a re-examination*. (041)

278-286

Holdaway, Edward A. and Blowers, Thomas A. *Administrative ratios and organization size: a longitudinal examination*. (122)

36(3)

461-474

Kohn, Melvin L. *Bureaucratic man: a portrait and an interpretation*. (150)

475-484

Brewer, John. *Flow of communication, expert qualifications and organisational authority structures*. (034)

36(4)

607-624

Swanson, Guy E. *An organizational analysis of collectivities*. (257)

624-637

McNeil, Kenneth and Thompson, James D. *The regeneration of social organizations*. (170)

36(5)

793-809

Sewell, William H. *Inequality of opportunity for higher education*. (232)

820-835

Portes, Alejandro *Political primitivism, differential socialization and lower-class leftist radicalism*.(207)

835-847

Thomas, Darwin L. and Weigert, Andrew J. *Socialization and adolescent conformity to significant others: a cross-national analysis*. (262)

860-871

Hage, Jerald, Aiken, Michael and Marrett, Cora Bagley *Organization structure and communications*. (102)

36(6)

1002-1019

Collins, Randall *Functional and conflict theories of educational stratification*. (047)

1085-1098

Land, Kenneth C. *Significant others, the self-reflexive act and the attitude formation process: a reinterpretation*. (154)

BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY

41(1)

49-61

Ross, Jean M. and Simpson, H. R. The National Survey of Health and Development. 1. Educational attainment. (221)

62-69

Richardson, S. A. and Green, A. When is black beautiful?: coloured and white children's reaction to skin colour. (214)

41(2)

125-135

Ross, Jean M. and Simpson, H. R. The National Survey of Health and Development. 2. Rate of school progress between 8 and 15 years and between 15 and 18 years. (222)

136-147

Haddon, F. A. and Lytton, H. Primary education and divergent thinking abilities: four years on. (101)

148-154

Macdonald, B. and Rudduck, Jean Curriculum research and development projects: barriers to success. (167)

155-162

Quigley, Helen Reactions of eleven nursery teachers and assistants to the Peabody Language Development Kit. (210)

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277-286

Biggs, J. B., Fitzgerald, D. and Atkinson, Sonia M. Convergent and divergent abilities in children and teachers' ratings of competence and certain classroom behaviours. (022)

BRITISH JOURNAL OF EDUCATIONAL STUDIES

XIX(1)

40-50

Hanson, Derek The art masters. (108)

70-90

Fain, E. F. Nationalist origins of the folk high school: the romantic visions of N. F. S. Grundtvig.(076)

XIX(2)

139-153

Shaw, K. E. and Downes, L. W. Unitary and discrepant goals in a college of education. (233)

154-162

Preece, P. F. W. The laissez-faire finance of education. (208)

183-201

Salt, John Isaac Ironside 1808-1870: the motivation of a radical educationist. (225)

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XIX(3)

272-282

Duce, Charles Condorcet on education. (067)

283-293

Mathieson, M. and Whiteside, M. T. The secondary modern school in fiction. (175)

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XXII(1)

16-30

Rapoport, Rhona and Rapoport, Robert N. Early and later experiences as determinants of adult behaviour: married women's family and career patterns. (211)

31-52

Hamilton, Vernon and Freeman, Peter Academic achievement and student personality characteristics: a multivariate study. (107)

53-67

Dowse, Robert E. and Hughes, John A. Girls, boys and politics. (065)

68-82

Mulkay, M. J. and Williams, A. T. A sociological study of a physics department.(187)

XXII(2)

115-132

Krohn, Roger G. Conflict and function: some basic issues in bureaucratic theory. (151)

160-171

Polk, Kenneth and Pink, William Youth culture and the school: a replication. (206)

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Martin, Roderick The concept of power: a critical defence. (173)

295-310

Smith, Gilbert Some research implications of the Seebohm report. (243)

311-321

McKinlay, John B. Before involvement: some questions for the attention of medical sociologists. (168)

XXII(4)

395-409

Morris, Brian Reflections on role analysis. (184)

CHILD DEVELOPMENT

42(1)

5-15

Quay, Lorene C. Language dialect, reinforcement, and the intelligence-test performance of negro children. (209)

27-36

Guinagh, Barry J. An experimental study of basic learning ability and intelligence in low-socioeconomic-status children. (098)

37-45

Golden, Mark, Birns, Beverly, Bridger, Wagner and Moss, Abigail Social-class differentiation in cognitive development among black preschool children. (090)

259-267

Nedler, Shari and Sebera, Peggy Intervention strategies for Spanish-speaking preschool children. (193)

42(2)

345-357

Baldwin, Thelma L., McFarlane, Paul T. and Garvey, Catherine J. Children's communication accuracy related to race and socioeconomic status. (012)

373-384

Saxe, Robert M. and Stollak, Gary E. Curiosity and the parent-child relationship. (226)

455-464

Jeruchimowicz, Rita, Costello, Joan and Bagur, J. Susana Knowledge of action and object words: a comparison of lower- and middle-class negro preschoolers. (131)

595-604

Goffeney, Barbara, Henderson, Norman B. and Butler, Bruce V. Negro-white, male-female eight-month developmental scores compared with seven-year WISC and Bender test scores. (089)

42(3)

651-684

Lytton, Hugh Observation studies of parent-child interaction: a methodological review. (166)

685-692

Greenglass, Esther R. A cross-cultural comparison of maternal communication. (097)

839-869

Berk, Laura E. Effects of variations in the nursery school setting on environmental constraints and children's modes of adaptation. (020)

CHILD DEVELOPMENT

42(3) cont'd

871-881

Schwarz, J. Conrad and Wynn, Ruth *The effects of mothers' presence and previsits on children's emotional reaction to starting nursery school*. (230)

893-903

Dielman, T. E., Cattell, R. B., Lepper, Carolyn and Rhoades, Patrick *A check on the structure of parental reports of child-rearing practices*. (063)

42(4)

1057-1069

Stayton, Donelda J., Hogan, Robert and Ainsworth, Mary D. Salter *Infant obedience and maternal behavior: the origins of socialization reconsidered*. (250)

1071-1082

Hoffman, Martin L. *Identification and conscience development*. (120)

1083-1097

Beckwith, Leila *Relationships between attributes of mothers and their infants' IQ scores*. (016)

1099-1107

Bartel, Nettie R. *Locus of control and achievement in middle- and lower-class children*. (014)

1175-1185

Sistrunke, Frank, Clement, David E. and Guenther, Zenita C. *Developmental comparisons of conformity across two cultures*. (240)

1229-1239

Smothergill, Nancy L., Olson, Frances and Moore, Shirley G. *The effects of manipulation of teacher communication style in the preschool*. (246)

42(5)

1381-1398

Wilson, Ronald S., Brown, Anne M., and Matheny, Adam P. Jr. *Emergence and persistence of behavioral differences in twins*. (278)

1399-1415

Jacobson, Leonard I., Berger, Stephen E., Bergman, Ronald L., Millham, Jim and Greeson, Larry E. *Effects of age, sex, systematic conceptual learning, acquisition of learning sets, and programmed social interaction on the intellectual and conceptual development of preschool children from poverty backgrounds*. (128)

1417-1431

Bernstein, Martin E. and DiVesta, Francis J. *The formation and reversal of an attitude as functions of assumed self-concept, race, and socioeconomic class*. (021)

CHILD DEVELOPMENT

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1461-1470

Spence, Janet T. Do material rewards enhance the performance of lower-class children? (248)

1485-1494

Murrell, Stanley A. Family interaction variables and adjustment of nonclinic boys. (189)

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1685-1699

Rardin, Donald R. and Moan, Charles E. Peer interaction and cognitive development. (212)

1673-1683

Robinson, Halbert B. and Robinson, Nancy M. Longitudinal development of very young children in a comprehensive day care program: the first two years. (219)

1721-1734

Selman, Robert L. Taking another's perspective: role-taking development in early childhood. (231)

1813-1826

Buck, Mildred R. and Austrin, Harvey R. Factors related to school achievement in an economically disadvantaged group. (038)

1859-1871

Braun, Carl and Klassen, Bernard A transformational analysis of oral syntactic structures of children representing varying ethnolinguistic communities. (032)

1873-1894

Minton, Cheryl, Kagan, Jerome and Levine, Janet A. Maternal control and obedience in the two-year-old. (182)

1895-1907

Eveloff, Herbert H. Some cognitive and affective aspects of early language development. (073)

1951-1958

Overton, Willis F., Wagner, Janis and Dolinsky, Harriet. Social-class differences and task variables in the development of multiplicative classification. (195)

1989-1995

Kinnie, Ernest J. and Sternlof, Richard E. The influence of nonintellective factors on the IQ scores of middle- and lower-class children. (145)

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AFFILIATION WITH AREA DEFINED BY 'SIGNIFICANT AUTHOR'

AFFILIATION WITH AREA DEFINED BY 'SIGNIFICANT AUTHOR'*

Proposed structure

As an indicator of social/intellectual relations within the field, which may be regarded as an element in collective perceptions of the patterning of work in the field, we index authors by 'significant author'. We have experimented** on the basis of a definition of 'significant author' as the original source of an idea employed (ie without which the work would perhaps have been carried out differently) by authors of the documents to be indexed.

SOURCES OF CONCEPTS/THEORIES EMPLOYED BY AUTHOR

Arrangement is alphabetical by name of 'significant author'

SOURCES OF RESEARCH STRATEGIES/MEASURES EMPLOYED BY AUTHOR

Arrangement is alphabetical by name of 'significant author'

An alternative and additional 'cut' would reflect social/intellectual relations in terms of groups of contemporaries working with ideas from the same source.

---

* This term is coined by analogy with 'significant other' and no evaluation is implied.

** The following journals have been used for purposes of experimentation: American Journal of Sociology, American Sociological Review, British Journal of Sociology, Sociological Review, Sociology, Sociology of Education.

First authors only have been indexed.

Structure illustrated by means of documents listed in sample bibliography

This index is the second of three which seek to take account of different ways of viewing the patterning of work in a field. Here we index a subset of the material in our sample in terms of authors who are identified as 'significant' to a work. The notion of 'significant author' is analagous to 'significant other'. It appeared to us that authors locate themselves in relation to other authors both 'vertically', in the sense that they trace the historical origins of their ideas, and 'horizontally', in the sense that they identify others who are currently doing work similar to their own. We have chosen to take a 'vertical' view of the situation. ('Horizontal' relationships could additionally be indexed, as an alternative 'cut', if users so wished.) We have not indexed all documents cited in a given work. Rather, we have indexed people characterised by an author as representing sources of ideas, and we have confined our index to sources actually guiding an author's work (eg use of significant authors' theories, measures etc). We have excluded self-citations of any kind. We have further excluded works which the author cites simply in order to reject a position, although we have represented all positions where an author appears to be considering the validity of a number of alternatives.

We believe it may be helpful to construct separate categories of sources of theoretical and of methodological ideas. The assumption in the case of both categories is that the conjunction of individuals and their 'significant authors' will enable users familiar with the 'significant authors' listed to select those whose ideas are compatible with ideas they wish to employ, and thence to locate further work which may be relevant.

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    065 (Dowse, R.E.)

BERGER, P.
    025 (Blaikie, N.W.H.)
    234 (Sheldrake, P.F.)

BERNSTEIN, B.
    280 (Witkin, R.W.)

BIERSTADT, R.
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BION, W.R.
    224 (Rustin, M.)

BLAU, P.M.
    034 (Brewer, J.)
    096 (Greenberger, E.)
    133 (Jones, F.L.)
    173 (Martin, M.)
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BLOOD, R.O.
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BOWEN, D.R.
    065 (Dowse, R.E.)

BRONFENBRENNER, U.
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BUCKLEY, W.J.
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071 (Elder, G.H.)
249 (Spilerman, S.)

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262 (Thomas, D.L.)

JACKSON, B.
280 (Witkin, R.W.)

JACOB, P.E.
121 (Hoge, D.R.)

- KARDINER, A.
  - 055 (Crain, R.L.)
- KELLY, G.A.
  - 054 (Coxon, A.P.M.)
- KELLY, H.H.
  - 281 (Woelfel, J.)
- KINCH, J.W.
  - 115 (Haystead, J.)
- KORNHAUSER, W.
  - 207 (Portes, A.)
- LANE, R.
  - 065 (Dowse, R.E.)
- LENSKI, G.
  - 078 (Featherman, D.L.)
- LEWIN, K.
  - 281 (Woelfel, J.)
- LIPSET, S.M.
  - 033 (Braungart, R.G.)
  - 065 (Dowse, R.E.)
  - 153 (Lammers, C.J.)
  - 207 (Portes, A.)
- LOCKWOOD, D.
  - 153 (Lammers, C.J.)
- MARCH, J.
  - 102 (Hage, J.)
- MARSHALL, L.L.
  - 140 (Katz, M.B.)
- MARX, K.
  - 013 (Bandyopadhyay, P.)
  - 153 (Lammers, C.J.)
- MEAD, G.H.
  - 272 (Wellman, B.)
  - 281 (Woelfel, J.)
- MERTON, R.K.
  - 054 (Coxon, A.P.M.)
  - 150 (Kohn, M.L.)
  - 187 (Mulkay, M.J.)
  - 223 (Rushing, W.A.)
  - 265 (Timperley, S.R.)
- MEYER, J.W.
  - 137 (Kamens, D.H.)
- MILBRATH, L.W.
  - 065 (Dowse, R.E.)
- MOYNIHAN, D.P.
  - 077 (Farley, R.)
  - 138 (Kandel, D.B.)
- MUSGRAVE, P.W.
  - 054 (Coxon, A.P.M.)
  - 265 (Timperley, S.R.)
- NEWCOMB, T.M.
  - 251 (Stebbins, R.A.)
- PARKIN, F.
  - 065 (Dowse, R.E.)
- PARKINSON, C.N.
  - 122 (Holdaway, E.A.)
- PARSONS, T.
  - 102 (Hage, J.)
  - 118 (Hillery, G.A.)
  - 229 (Schwartz, A.J.)
- PUGH, D.S.
  - 119 (Hinings, C.R.)
- RIESMAN, D.
  - 072 (Ellis, R.A.)
- ROSE, R.
  - 065 (Dowse, R.E.)
- ROSEN, B.C.
  - 078 (Featherman, D.L.)
- ROTH, J.K.
  - 118 (Hillery, G.A.)
- SCHUTZ, A.
  - 025 (Blaikie, N.W.H.)
  - 115 (Haystead, J.)
- SIMMEL, G.
  - 224 (Rustin, M.)
- SKINNER, B.F.
  - 249 (Spilerman, S.)
- SLATER, P.E.
  - 257 (Swanson, G.E.)
- SOROKIN, P.
  - 143 (Kessin, K.)
- SPICER, E.H.
  - 118 (Hillery, G.A.)

STRAUS, M.A.
262 (Thomas, D.L.)

SUGARMAN, B.
206 (Polk, K.)

TAVISS, I.
121 (Hoge, D.R.)

THOMPSON, J.D.
102 (Hage, J.)
274 (Westhues, K.)

THOMPSON, V.
004 (Aiken, M.)
102 (Hage, J.)

TOCH, H.
207 (Portes, A.)

WALLER, W.
251 (Stebbins, R.A.)

WEBER, M.
015 (Beattie, C.)
047 (Collins, R.)
122 (Holdaway, E.A.)
150 (Kohn, M.L.)
234 (Sheldrake, P.F.)

WEISS, R.
264 (Thorns, D.C.)

WILSON, J.Q.
004 (Aiken, M.)

WINCH, P.
052 (Coulter, J.)

WIRTH, L.
262 (Thomas, D.L.)

WOELFEL, J.
154 (Land, K.C.)

WOLFE, D.M.
041 (Centers, R.)

WOLFF, K.H.
251 (Stebbins, R.A.)

SOURCES OF RESEARCH STRATEGIES/MEASURES EMPLOYED BY AUTHOR

Arrangement is alphabetical by name of 'significant author'

ADORNO, T.W.
041 (Centers, R.)

ASTIN, A.W.
103 (Hagstrom, W.O.)

BALES, R.F.
034 (Brewer, J.)

BERELSON, B.
137 (Kamens, D.H.)

BLAU, P.M.
096 (Greenberger, E.)

BLOOD, R.O.
041 (Centers, R.)

CAMPBELL, A.
255 (Stradling, R.)

CARTTER, A.M.
103 (Hagstrom, W.O.)

COLE, S.
103 (Hagstrom, W.O.)

COLEMAN, J.S.
055 (Crain, R.L.)

DOUVAN, E.
041 (Centers, R.)

DUNCAN, O.D.
077 (Farley, R.)
143 (Kessin, K.)
154 (Land, K.C.)
272 (Wellman, B.)
281 (Woelfel, J.)

EASTON, D.
    064 (Dowse, R.E.)

EDWARDS, A.L.
    107 (Hamilton, V.)

ELDER, G.H.
    138 (Kandel, D.B.)

GLASER, B.G.
    115 (Haystead, J.)
    234 (Sheldrake, P.F.)
    251 (Stebbins, R.A.)

GOLDBERG, L.C.
    266 (Toomey, D.)

GOLDSEN, R.K.
    121 (Hoge, D.R.)

GREENSTEIN, F.I.
    255 (Stradling, R.)

GRYGIER, T.
    107 (Hamilton, V.)

HEIM, A.W.
    107 (Hamilton, V.)

KAHL, J.A.
    007 (Armer, M.)

KRUSKAL, J.B.
    054 (Coxon, A.P.M.)

KUHN, M.
    272 (Wellman, B.)

LOWENTHAL, L.
    255 (Stradling, R.)

MINOR, J.B.
    055 (Crain, R.L.)

OSGOOD, C.E.
    054 (Coxon, A.P.M.)

OTIS, A.S.
    281 (Woelfel, J.)

PUGH, D.S.
    119 (Hinings, C.R.)

RIESMAN, D.
    121 (Hoge, D.R.)

ROTTER, J.B.
    055 (Crain, R.L.)

RYDER, N.B.
    170 (McNeil, K.)

SCHWARZ, P.A.
    007 (Armer, M.)

SEEMAN, M.
    064 (Dowse, R.E.)

SROLE, L.
    121 (Hoge, D.R.)

STONE, P.J.
    272 (Wellman, B.)

WEISS, R.
    264 (Thorns, D.C.)

AFFILIATION WITH AREA DEFINED BY CURRENT INTEREST

AFFILIATION WITH AREA DEFINED BY CURRENT INTEREST

Proposed structure

As an element in collective perceptions of the patterning of work in the field, we propose to index documents in terms of themes and questions which are currently a focus of interest. The model is the body of work such as may form the subject of a review article or a 'special issue' of a journal, a conference or a symposium. Subject experts are being asked to specify the themes they wish, at the present time, to see represented in this index. In the mean time, to help them to think about the matter, we exemplify the approach by clusters of documents based on themes which have featured in recent 'special issues' of the journals in our sample.

Alternative ways of approaching the literature in terms of current work in the field are represented by listing of documents giving overviews of the present stage of thinking in a particular area, and comprehensive accounts of the contemporary state of education in particular countries. By contrast with the first approach described, in which the documents in a cluster collectively constitute a picture of the present stage of development in an area of current interest, the latter two approaches identify summaries or commentaries representing alternative views of the present stage of development in a given area.

THEMES OF CURRENT INTEREST

Arrangement is alphabetical by theme

eg

Adolescence
Legal (including political) socialisation
Role of black colleges in US
Status and achievement in US
Student politics
Wastage in higher education

OVERVIEWS OF THINKING

Arrangement is alphabetical by subject of review.

OVERVIEWS OF EDUCATION IN DIFFERENT COUNTRIES

Arrangement is alphabetical by country.

Further categories of overviews might later be added on the basis of searchers' suggestions.

Structure illustrated by means of documents listed in sample bibliography

This index is the third of three which seek to take account of different ways of viewing the patterning of work in the field. We first propose to select themes of current interest in the field, and to index documents in terms of relevance to these themes. Our idea is that, in an operational system, subject experts should designate current interests to be represented. For purposes of illustration only we have employed, as headings, themes forming the topic of special issues of journals. The assumption is that these will have some approximation to the kinds of headings which would be suggested for inclusion in the scheme. In the inventories of overviews of thinking and overviews of education in different countries which follow, we bring together documents which summarise or comment on work in different areas of enquiry. The assumption here is that such documents are produced with reference to current interests in the field.

This part of our scheme will be the most subject to change of any. It is intended to present a picture of thinking about the problems on which sociologists of education are currently bringing their theories and concepts to bear. The focus changes almost from year to year, and the headings in this section of the scheme must change accordingly. It is interesting to note that several of the problems current in the 1971 journal literature, by which we illustrate what we propose, have already been superseded by others at the forefront of attention.

THEMES OF CURRENT INTEREST

Examples are:

Adolescence	003 011 048 051 093 136 148 172
Legal (including political) socialisation	003 033 064 065 084 117 135 161 174 186 207 259 267 285
Role of black colleges in US	026 035 039 066 088 111 112 116 132 134 160 191 204 268 279
Status and achievement in US	014 016 038 055 077 078 090 098 128 130 131 138 145 146 193 195 209 219 229 232 246 248 249 252 270 282
Student politics	033 045 059 071 082 083 109 121 153 158 161 176 180 185 186 205 238
Wastage in higher education	037 095 100 137 164 203 269 275

Since we expect the themes at the forefront of attention to be constantly changing, most themes are likely to have a short life in our scheme. A particular feature of the 'special issue' approach is that it brings together contributions from a variety of perspectives. For both these reasons we do not propose, in general, to impose structure within the clusters of documents in this section of the scheme. Themes of continuing and relatively intensive investigation ('Status and achievement' might be an example) could be regarded as exceptional in that the number of documents listed might become too great for the searcher's convenience.

OVERVIEWS OF THINKING

Examples are:

Education of young children	085
Family background	114
Language	050

OVERVIEWS OF THINKING cont'd

Legal decisions concerning education 236 237
Methodology in study of college impact 079
    in study of parent/child interaction 166
Race, intelligence and education 075
Role analysis 184
Secondary modern school in fiction 175
Sex differences 284
Sociology in United Arab Republic 058
Theories of action 052

OVERVIEWS OF EDUCATION IN DIFFERENT COUNTRIES

Examples are:

China 123
Cuba 029
West Germany 179

VARIABLES

VARIABLES

Overview of structure

VARIABLES DEFINING INDIVIDUALS

SOCIAL BACKGROUND CHARACTERISTICS

Sociodemographic characteristics

Socioeconomic background and characteristics

Educational background and characteristics

Occupational background and characteristics

Political background and characteristics

Interests and memberships

PHYSICAL, DEVELOPMENTAL AND BEHAVIOURAL CHARACTERISTICS

Physical characteristics

Individual developmental characteristics

Behaviours

Knowledge

Performances and capacities

(Subdivision of categories under this heading:
By content
By context/role)

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

Personality

Orientations, beliefs and values

Attitudes

Aspirations, intentions and expectations

Perceptions and ratings

Perspectives and meanings

(Subdivision of categories under this heading:
By content
By context/role)

TEST SITUATION VARIABLES

Task variables

Other situational variables

VARIABLES DEFINING SOCIAL SITUATIONS

SOCIAL RELATIONSHIPS (person-defined view of social situations)

Participation and reciprocal (two-way) relationships

  Interpersonal level

  Inter-unit level

'Influence' (one-way) relationships

  Personal influence

  Situational influence

SOCIAL STRUCTURE/PROCESS (nonpersonalised view of social situations)

No subdivision is proposed. Variables are simply listed.

- eg
- Centralisation
- Change and innovation
- Communication
- Complexity

PROPOSED 'CONTEXTUAL' CLASSIFICATION OF VARIABLES

eg

CLASSROOM VARIABLES

FAMILY AND KINSHIP VARIABLES

POLITICAL VARIABLES

(These categories are sketched in outline only.)

As yet another 'cut', it would be possible to index commonly occurring 'combinations' of variables.

Structure illustrated by means of documents listed in sample bibliography

VARIABLES DEFINING INDIVIDUALS

Notes: Throughout the following index the user is advised that the 'general' subheading conceals several distinct situations: (1) detail not clear; (2) detail not specified; (3) specific elements so numerous as effectively to sum to the whole.

We have made no attempt to distinguish between individual background and experiences. We do, however, make a distinction between these variables, which impute a property to the individual, and notions which posit an objective relationship between the individual and the social environment. The latter are indexed as either personal or situational influences in the section of variables defining social situations.

SOCIAL BACKGROUND CHARACTERISTICS

Sociodemographic characteristics

General	282
Age	003 009 015 020 041 044 056 065 069 096 097 127 128 129 135 152 174 185 192 195 218 220 222 231 235 239 240 255 267 285
Birth order	211
Geographical mobility	074
Language	015
Marital status	041 069
Race/nationality/ethnic origin (excluding religion)	003 005 007 012 021 032 033 041 068 074 078 084 089 090 097 098 109 138 152 163 181 185 195 202 214 218 223 229 240 248 261 272
Religion	033 041 078 158 186 238
Residence	007 078 135 174
Season of birth	263
Sex	003 009 012 016 020 022 032 038 045 056 062 064 065 089 096 097 107 120 128 131 135 138 174 177 182 185 220 222 229 230 231 232 238 240 248 255 261 265 266 267 278 282

Socioeconomic background and characteristics

General	006 042 055 103 130 177 234
Social class background and position	003 005 007 009 012 014 016 020 021 033 045 061 064 065 069 072 074 078 082 090 101 110 120 131 133 138 142 153 163 182 185 186 195 196 201 211 222 223 226 229 232 235 238 239 255 261 264 265 267 272 280 281 282

It has been suggested that items under social class should be grouped into: (1) origin, (2) previous experience, (3) current position.

The following are singletons in our present sample which would not appropriately be subsumed under social class:

Cultural assimilation	223
Disadvantagement	219
(Mother's) Employment situation	265
Fatherless status	069
Financial position	153
(Married women's) Participation in work	211

VARIABLES DEFINING INDIVIDUALS

SOCIAL BACKGROUND CHARACTERISTICS cont'd

Educational background and characteristics

General 007 041 045 107 133 207 264

Course/departmental affiliation (past and present) 010 045 061 101 103 107 110 135 142 158 174 185 186 190 196 245 266 285

Educational qualifications 129 135 174

Informal educational experiences (eg mass media exposure) 007 065 068 207

Mode of instruction received 198 215 245

Position in educational structure (formal and informal) 006 032 153 218 266

Type of educational institution attended 008 009 061 064 065 101 142 174 196 255 266

Occupational background and characteristics

General 041 129 133 142 149 196 234 253 264

Specific occupational experiences 007 056 135 155

Information sources in choice of occupation 009 265

Location of employment 142 174

Status and prestige 015 096 103 149

Type of post (including level taught, or for which preparing to teach) 056 062 096 103 135

The following are singletons in the present sample:

Expertise 015

Occupational mobility 142

Tenure status 174

Political background and characteristics

Political affiliation (including party preference) 033 064 065 082 158 186 255

Union membership 005

Interests and memberships

Note: This section refers to individual affiliations. Participation in, and identification with, a social structure are indexed with variables defining social situations.

General 059 068 074 082 101 138

Political organisations 033 064 065

School organisations 205 247

Voluntary organisations 007 201

PHYSICAL, DEVELOPMENTAL AND BEHAVIOURAL CHARACTERISTICS

The substructure within sections under this heading seeks to take account of two kinds of thinking: definitions in terms of content/context or role. There is no suggestion that these are mutually exclusive.

Physical characteristics

There is only one item under this heading in our present sample:

Zygosity 278

Individual developmental characteristics

By content

General 080

VARIABLES DEFINING INDIVIDUALS

PHYSICAL, DEVELOPMENTAL AND BEHAVIOURAL CHARACTERISTICS

Individual developmental characteristics

By content cont'd

Cognitive	212 219 220 222
Linguistic	012 032 131 193
Moral	084 120
Motor	016 219
Social	212 231

By context/role

Political	003

Behaviours

Users who reject a distinction between behaviours and predispositions will find items which for them are related under the heading of social psychological characteristics, in the next main section. When in doubt of an author's position on this point, we have indexed a variable as behaviour.

By content

General	020 022 024 038 206 278

Most of the remaining items in this sample are singletons:

Asocial	074
Competitive (guessing/hiding)	231
Conforming	240
Curious	177 226
Obedient	250

Dichotomies and typologies that have been employed would also be indexed here, eg Unresponsive/dependent-compliant/thoughtful-persistent/offensive-combative/other (020).

By context/role

Examples are:

Linguistic	021 087 246
Political	033 059 185 186 205 238 255
Teaching	174

Knowledge

In the present sample, all the items concern knowledge in terms of the social context to which it refers.

By context/role

Occupations	277
Politics	064 065 082 285
Sex	220
Social class	064 239

Performances and capacities

This section relates to variables referred to by terms such as the following: ability, achievement, aptitude, attainment, competence, exam results, IQ, intelligence, performance, potential, progress, qualifications, status, success/failure. Definitions associated with these terms appear to vary and overlap in complex ways. If we were to select an arbitrary set of definitions and attempt to translate authors' variables accordingly, we would run the risk of considerable distortion. We propose instead to index these variables in terms of three broad underlying notions (abilities, achievements and potential). We feel this will go some way towards reducing the number of items which the user needs to consider, but without forcing him to accept definitions which may be inappropriate to his thinking.

VARIABLES DEFINING INDIVIDUALS

PHYSICAL, DEVELOPMENTAL AND BEHAVIOURAL CHARACTERISTICS

Performances and capacities cont'd

By content (broad underlying notions)

General	072 177
Abilities (including intelligence)	003 007 016 032 098 101 107 110 113 128 131 145 149 150 174 192 209 222 232 261 267 285
Achievements	009 014 015 038 042 053 055 069 082 089 090 103 107 110 130 137 138 142 146 158 163 185 196 206 222 229 232 247 263 265 282
Potential	130 222 282

An additional 'cut' which is relevant to certain studies of an experimental nature focusses on the content of tasks employed for purposes of measurement. We propose to index selectively on this basis. This might become obsolete if an index of indicators, measures and instruments were added to the scheme.

Specific tasks

Attitude formation/reversal	021
Concept identification	248
Convergent/divergent thinking	022 101
Multiplicative classification	195
Problem solving	246
Programmed learning	113

By context/role (applying to achievements only)

Educational	009 014 038 042 053 055 069 082 107 110 130 137 138 142 146 158 163 185 196 206 222 229 232 247 263 265 282
Occupational	015 103 142 232

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

This section brings together variables which in some sense posit a subjective relationship between the individual and the social world. We recognise that some users reject distinctions amongst say attitudes, values and personality. They will need to view the material as a single set without reference to the categories we have constructed. Similarly, others will wish to relate this set of material to that indexed under the heading of behaviours in the previous section, on the grounds that behaviour is not distinct from notions such as attitudes and values, viewed as predispositions. Variables defining participation or interaction with the social environment, located in the subsequent section are also related. We hope the distinctions we have made will not cause serious inconvenience. We feel unable to ignore them because some studies turn on them.

Our definition of each category of variables is given at the head of each category. A substructure has been created in certain categories reflecting a distinction between definitions in terms of content/context or role.

Personality

Variables under this heading may be loosely described as characterising generalised behavioural styles, as this is manifested in social behaviour.

The following is a simple list of the personality variables in our present sample. There is a considerable proportion of singletons, and it would be premature to put forward proposals for the structuring of this section.

General	038 107 130 177 198 253 282
Alienation and anomie	074 121 223 238
Emotional adjustment	143 183 189 230
Feelings of competence	041 071 155

VARIABLES DEFINING INDIVIDUALS

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

Personality cont'd

Feelings of control	014 038 053 055 064 146
Intolerance/openmindedness	149 150
Motivation (in sense of an individual state that is activity-arousing)	009 107 130 235 247
Satisfaction	041 055 059 198 211
Self concept and self esteem	078 146 155 181 192 247 272 282 285

The following are singletons in the present sample:

Affect	177
Aggression	226
Authoritarianism	041
Cognitive style	022
Commitment	264
Curiosity	226
Desire for independence	053
Dogmatism	074
Feelings of group-embeddedness	121
Intrinsic/extrinsic reward motivation	078
Locus of control	238
Neuroticism	226
Other-directedness	121
Sociality	226

Orientations, beliefs and values

Variables under this heading are defined as focussing on relatively stable relationships between individuals' thoughts or actions and aspects of the social world.

By content

Ascription/achievement	223
Home and family/wider interests	201
Modern/traditional	007
(Primary) Work/materialism	078 187
Self direction/conformity	149 150
Vocational/academic	190

By context/role

General	007 024 082 201 223 229
Education	038 082 190 245 280
Moral issues	074 149 150
Opportunity structure	239
Politics	127 158 180 207
Religion	121 158
Work	025 078 149 150 187 201 211 234

Attitudes

Variables under this heading are defined, like those under the heading of orientations, as focussing on a relationship between individuals' thoughts and actions and aspects of the social world, but stability is not assumed.

VARIABLES DEFINING INDIVIDUALS

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

Attitudes cont'd

By content

Examples of the kind of items we would propose to locate under this heading are:

Libertarianism	082
Radicalism	185
(Relative worth of) Authority of rank/expertise	277
Traditional/(progressive)	174
Uncommitted/integrationist/nationalist/pluralist	071

By context/role

General	016 038 155 180 266
Education	005 006 010 056 070 074 082 113 130 142 186 198 206 220
Housing	183
Occupations	106 277
Opportunity structure	071
Politics and state	045 082 109 121 135 185 267 285
Race	021 055 071 152 202 214 283 285
Social change	149 150 174 238
Social class	239
Social issues	045 121 135 215 220
Women working	211 235

Aspirations, intentions and expectations

Variables under this heading are distinguished from those in all the other categories of social psychological characteristics by looking to the future.

A 'content' subdivision might later be created, as in preceding categories, but is not required for our present sample.
We index definitions by context and by role separately.

By context

General	223
Education	009 053 061 082 138 142 185 196 201 206 232 247 265 281 282 285
Occupation	025 068 137 142 196 211 232 235 239 265 281
Social mobility	186

By role

Parents for child	138 201 232
Peers for peer	232
Significant others for ego	281
Teacher for pupil	232

Perceptions and ratings

The significant feature of variables under this heading, by comparison with those in all the other social psychological sections, is that the social world element in the relation between the individual and the social is defined in terms of the individual's perceptions of it. We see a contrast with variables in the next section (perspectives and meanings), in that variables describing perceptions of the social world do not necessarily include the notion of imposing structure or meaning.

A 'content' subdivision might later be created, as in preceding categories, but is not required for our present sample.

VARIABLES DEFINING INDIVIDUALS

SOCIAL PSYCHOLOGICAL CHARACTERISTICS

Perceptions and ratings cont'd

- By context/role
  - Achievement 022 038 059 101 192
  - Aspirations of others 261
  - Disadvantaged 155
  - Educational institutions 043
  - Educational issues 005 017
  - Effectiveness/relevance of training 062 155 245
  - Jobs and careers 142 196 265
  - Opportunity structure 223
  - Role requirements 044 062 139 187 235
  - Social issues 005
  - Teaching methods and materials [illegible]10

Perspectives and meanings

Variables under this heading, like those in the previous section define the social world element of the relation between the individual and the social in terms of the individual's perceptions of it. By contrast with variables in the previous section, perspectives and meanings are defined as including the notion of imposing structure or meaning.

- By content
  - Symbolic universes 025
- By context/role
  - Language codes 087
  - Misconduct in the classroom 251
  - Self 281
  - Work and occupations 054 234 264

TEST SITUATION VARIABLES

These are variables featuring in studies of an experimental nature.

- Task variables 128 240
- Other situational variables 021 098 145 209 248

VARIABLES DEFINING SOCIAL SITUATIONS

The variables under this heading define social situations in that, as a minimum, they assume a two-person situation. The structure of this section reflects a distinction between person-defined views and nonpersonalised views of social situations.

SOCIAL RELATIONSHIPS (person-defined view of social situations)

As a basis for substructure in this category, we propose to adopt a distinction found in our documents, between participation and two-way interaction on the one hand and, on the other, one-way influence (personal or situational) on the individual.

Participation and reciprocal (two-way) relationships

- Interpersonal level
  - General 016 055
  - Community 143 183 201
  - Educational settings 070 072 074 121 153 218 254

VARIABLES DEFINING SOCIAL SITUATIONS

SOCIAL RELATIONSHIPS (person-defined view of social situations)

'Participation and reciprocal (two-way) relationships

Interpersonal level cont'd

Family	016 033 138 143 183 189 201 207 211 250
Peers	212 230
Voluntary organisations	059 207
Work settings	094 096

Inter-unit level	004 119

'Influence' (one-way) relationships

Personal influence (reciprocal role indicated where ambiguous)

General	205
Employer	061
Family	053 061 068 138 186 262 285
Friend	061 068 262
Headteacher (on pupil)	061
Older pupil (on younger pupil)	218
Peer	285
Priest	262

Situational influence

General	025 119 253
Community	254
Educational opportunity structure	235
Home	007 068 163 206
Job opportunity structure	235
School and college	020 253 280
Social events	215 283

SOCIAL STRUCTURE/PROCESS (nonpersonalised view of social situations)

The following is a simple list of structure/process variables featuring in our sample. There is a considerable proportion of singletons, and it would be premature to make any decision as to the structuring of this category. A distinction which might be helpful is between variables which have been employed in studying social systems in general and those specifically defining characteristics of formal organisations.

General	007 042 129 254
Background variables (eg origin, history)	004 119
Centralisation	004 102 119
Change and innovation	004 059 129
Communication	004 034 097 102 103 138
Complexity	004 102
Expenditure	129 130
Formalisation	004 020 101 102 119
Intactness	069 138
Intervention	193 219
Physical features	020 183
Power and authority	033 034 041 097 102 119 138 149 150 187 189 250 262
Selection and recruitment	007 121 235

VARIABLES DEFINING SOCIAL SITUATIONS

SOCIAL STRUCTURE/PROCESS (nonpersonalised view of social situations) cont'd

Size 004 020 078 103 119 122 129 137 153 163 222

Social composition
  By ability 113 192
  By race/nationality/ethnic origin/religion 055 074 135 214 218 239 261 272 274
  By social class 080 163 214 239

Socialisation (including curriculum and teaching) 007 042 063 182 215 220 226 230 246 274

Specialisation 119 137

Staff ratios 020 122

It has been suggested that the notion of 'identification' should also be located in this section rather than under the heading of participation and reciprocal relationships (the notion 'self concept' amongst personality variables is also relevant):

Identification 015 033 120 138 186 202 206 255

The following are singletons in the present sample:

Administrative control 254

Modernisation 274

Open/closedness 254

Patterns of interaction
  Commands/reasoning 097
  Democratic/authoritarian 033
  Elaborative/nonelaborative 246
  Husband dominant/syncratic/autonomic/wife dominant 041

Professional training 004

Quality and prestige 103

Research opportunities 103

Resources 004

Reward systems 187

Standardisation 119

Technology 119

PROPOSED 'CONTEXTUAL' CLASSIFICATION OF VARIABLES

This would be an additional section, cutting across the preceding individual/social distinction, and creating clusters of variables relating to particular contexts or roles (eg classroom variables, teacher variables). Sets defined like this are distributed over too many sections in the main part of this index for convenient recall, and we believe that users will sometimes want to think in this way. There are a number of questions to be considered in defining contextual clusters. Three possible clusters are sketched and discussed, and we hope this will enable subject experts to give us guidance on appropriate principles for constructing this part of the scheme. The clusters are: classroom variables, family and kinship variables and, from a different angle, 'political variables'.

CLASSROOM VARIABLES

Social structure/process 155

Social structural characteristics (excluding social composition) 020 163

PROPOSED 'CONTEXTUAL' CLASSIFICATION OF VARIABLES

CLASSROOM VARIABLES Cont'd

Social composition 055 192 218

Behaviour in classroom situation 020 022 038 230 251

We could extend this set to include further 'member' variables such as pupil orientation to lesson, which have a direct bearing on the study of the classroom. Other pupil variables, which could influence the classroom situation but are not viewed in this way, would not be expected to have a place in this set.

Member variables 218 280

We would also expect to include variables arising in formal interaction analyses in classroom situations.

FAMILY AND KINSHIP VARIABLES

Structural aspects 033 041 069 078 114 138 222

Member/member relations 016 033 053 061 068 081 097 114 120 138
143 182 183 186 189 201 207 211 226 232
250 261 262 285

We would take the above two sets to represent the core of this category. Further subsets which might be added in, since family may be defined in ways other than the above, are the following:

Individual member variables 016 038 041 043 069 114 186 201 211
220 226 235

'Home' variables 007 068 155 163 183 206

We define membership closely, eg including 'mother' role but excluding 'married woman' role. There are, additionally, a number of parental variables (such as parental income, employment etc) which may be relevant, although employed as indicators of variables other than familial ones (eg social class). We do not list these here.

POLITICAL VARIABLES

Political socialisation 215 285

Political action 033 059 185 186 205 238

Political attributes (excluding action) 003 033 045 064 065 082 084
109 121 127 135 158 174 180 185 186 207 215
238 255 267 285

With larger samples one would expect a distinction between objective and subjective attributes to be helpful.

It would be possible to extend the set to include 'local-political variables' (eg attitudes to school government, community control):

'Local-political' variables eg attitudes 005 017 024 045 059

We would not expect to include here political attributes which are employed in measuring some non-political variable (eg parents political affiliation as an indicator of family status).

As yet another 'cut', it would be possible to index commonly occurring 'combinations' of variables.

SAMPLE

SAMPLE

Overview of structure

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE

Preeducation stage
- Educational affiliation: type of institution, by country
- Chronological age

Compulsory education stage
- Educational affiliation: type of institution and grade, by country
- Chronological age
- Other ways of defining samples of individuals at the compulsory education stage

Postcompulsory education stage
- Educational affiliation: type of institution, by country
- Additional characteristics

DEFINED BY SOCIAL CHARACTERISTICS

- Community membership
- Educational background
- Ethnolinguistic characteristics
- Family membership
- Income
- Marital status
- Occupation
- Political affiliation and activity
- Race/ethnicity/nationality (± religion)
- Residence
- Sex
- Social class
- Other definitions of social position

SAMPLES OF SOCIAL UNITS

Dyads

Larger social units
- Educational
- Family
- Other
    - Procedures for indexing characteristics of these units is raised as a matter for discussion with subject experts

Structure illustrated by means of documents listed in sample bibliography

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE

Preeducation stage

This section overlaps with the next (compulsory education) one to allow for differences between countries in the age at which compulsory education starts, and also for items to which attendance of school is irrelevant. There is some double indexing of items.

Educational affiliation: type of institution, by country

Notes: * Country not specified in document, and inferred from internal evidence.
Here and throughout this index the user is advised that the 'general' subheading conceals several distinct situations: (1) detail not clear; (2) detail not specified; (3) specific elements so numerous as effectively to sum to the whole.

Great Britain

England and Wales

General	127	181

United States

General	089	090*	182	193	195	248	278
Day care centre	128	219	246				
Head Start≠	020	209					
Kindergarten≠	212						
Montessori school	020						
Nursery school	020	145	230				
Preschool	131	231					

≠ These are not necessarily separate institutions

Chronological age

We propose a tabulated presentation under this heading for two reasons. First, the age ranges studied vary and overlap considerably. Second, we believe that the ability to distinguish studies of a particular age or ages within a range, from those dealing with an age range as such, may be important to some users.

No. of study	Age						
	0	1	2	3	4	5	6
020			x	x	x	x	
089	x						
090*		x	x	x			
127					x	x	x
128				x	x	x	
131					x		
145					x	x	
181						x	x
182			x				
193				x			
195					x	x	x
209				x	x		
219		?	x	?			
230				x	x	x	
231					x	x	x
246				x	x	x	
248						x	
278	x	x	x	x	x	x	x

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE cont'd

Compulsory education stage

This section is allowed to overlap with the preceding (preeducation) one to allow for differences between countries in the age at which compulsory education starts, and also for items to which attendance of school is irrelevant. There is some double indexing of items also in relation to the posteducation stage.

Educational affiliation: type of institution and grade, by country

Notes: * Country not specified in document, and inferred from internal evidence.

We would expect in an actual index to have, under each country, two subsets of items (indexing by type of institution and grade respectively). In the present sample, this is appropriate only for the United States. Elsewhere, we index only by institution, annexing details of grade to the numbers of those items for which grade is given.

Australia	
Primary school	022
Cana[illegible]	
General	032 (grades 1, 4, 6)
Great Britain	
England and Wales	
General	068 127 163 181 214 220
Infant school	080* (reception class)
Junior school	255
Secondary school	
General	101 255 265 280 (year 4)
Comprehensive school	263
Grammar school	064 065 070 266 283
Modern school	064 065

We include here for convenience, as well as under 'postcompulsory education', items which deal specifically with the sixth form:
070 087 265 266 283

Scotland	
Junior school	192*
Hong Kong	
Secondary school	042 (grade 1) 183 (grades 3, 5)
Israel	
Secondary school	202
Mexico	
High school	262
New Zealand	
Comprehensive school	110 (form 3)
Puerto Rico	
High school	262
United States: type of institution	
General	021 038 120 130 146 152 177 195 212 239 240 272 285
Elementary school	231 267
Catholic high school	074
Community school	014
Comprehensive school	138
(Public) High school	071 205 206 229 232 247 253 261 262 281

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE

Compulsory education stage

Educational affiliation cont'd

United States: grade

No. of study	Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
014	x	x		x		x						
021					x	x						
098			x									
120							x					
146											x	x
152				x	x							
177					x							
212	x	x	x									
229									x			x
239			x	x	x	x	x	x	x	x	x	x
267		x	x	x	x	x	x	x				
272									x			

Chronological age

We propose a tabulated presentation under this heading for those items where sample is specified in terms of age, since age ranges studied vary and overlap considerably, and either a particular age or an age range may be the focus of interest. We believe indexing by age will be helpful. Age-defined samples may not be readily identified from indexing by either type of institution or grade. Both these types of labels vary in meaning from country to country. On the other hand, were all items to be translated into age, access for those interested in educationally-defined samples would be unduly complicated.

No. of study	Age														
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
003								x	x	x	x	x	x	x	x
022								x							
038											x	x	x		
065								x	x	x	x	x	x	x	
068											x	x			
069				x	x	x	x	x	x						
084								x		x		x			x
089				x											
094							x	x							
101								x				x			
127	x	x	x	x	x										
163					x	x									
181		x	x	x	x										
192*					x	x	x	x							
195	x	x	x	x	x	x									
202											x	x	x	x	x
214							x	x							
220					x	x	x	x							
231	x	x	x												
240						x	x			x	x			x	x
255					x	x	x	x	x						
262												x	x		
285						x	x	x	x	x	x				

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE

Compulsory education stage cont'd

Other ways of defining samples of individuals at the compulsory education stage

Samples of individuals at the compulsory education stage may also be defined in terms of affiliation to an educational institution described by its social characteristics. In principle, this mode of categorisation cuts across the administrative boundaries we have taken to define educational/developmental stage. In practice, it seems to be relevant almost exclusively to items employing samples in the compulsory education age range (an exception in this material is 020). Provisionally, therefore, we propose this additional categorisation only within this section:

Educational affiliation: social characteristics of institution

Nature of community in which located	
Defined by social class	068
Urban/rural	032 177 239
Nature of community taken to be represented	
Ethnolinguistic	032
Social composition of institution	
By race	146 152
By sex	065 262
By social class	021 038 146
Streamed/unstreamed	192*

These characteristics of institutions parallel, to some extent, later headings describing individual social characteristics, but they cannot necessarily be assumed to describe individuals.

A number of items refer to samples drawn from individuals or schools in a restricted locality (eg one city), but these will not automatically be indexed here (eg urban school). They will be indexed here only when the 'urbanness' rather than the 'restrictedness' of the frame is the point at issue.

Postcompulsory education stage

This section is confined to those individuals past the age of compulsory education who are receiving formal education. Samples drawn from this category but not in formal education are indexed in terms of social characteristics in the next section.

Educational affiliation: type of institution, by country

Note: * Country not specified in document, and inferred from internal evidence.

Australia	
University	139
Brazil	
General	240
Great Britain	
General	087
England and Wales	
General	186 198
Sixth form[≠]	070 087 265 266 283
College of education	062
Polytechnic	196
Technical college	009* 010
University	045 053 054 061 107 190 245 266 277

[≠] Some items under the 'Great Britain' heading in the 'compulsory education' section do not specify age range and may also refer to sixth formers.

Scotland	
University	277

SAMPLES OF INDIVIDUALS

DEFINED BY EDUCATIONAL/DEVELOPMENTAL STAGE

Postcompulsory education stage

Educational affiliation cont'd

Israel

University 006

Puerto Rico

University 158

United States

General 003 033 038 065 084 137 152 185 202 240 253

University 025 033 072 082 109 121 180 215 238 253 282

Only one item in our sample (240) defines posteducational stage students by age (20-21). It is almost as rare in the case of posteducational stage non-students (the age categories over 18, 20-35, 21-45, 35-70 are employed in items 055, 183 and 202, and item 015 refers to subjects in midcareer). We do not therefore plan to offer here a categorisation by age comparable to that in previous sections. If it later proved desirable, it could however readily be added.

Additional characteristics of posteducation stage students which could be indexed if required include course followed (eg psychology students, 006; sandwich course students, 245), and year or stage of studies (eg graduate students, 109).

DEFINED BY SOCIAL CHARACTERISTICS

We index here social characteristics of all samples of individuals whether in formal education or not. Some of the headings (eg ethnolinguistic characteristics) parallel headings in the previous educational/developmental stage section, which refer to social characteristics of the social units from which samples are drawn. We believe it would be unhelpful to merge the headings into a single set, because it would confound two different ways of defining samples.

Community membership 017

Educational background

Graduate 142 211

We are keeping this heading separate from the 'social class' one since, although the interest is often in social class, this is not always the case.

Ethnolinguistic characteristics

This is a heading which would be established, if necessary, in addition to our later 'race/ethnicity/nationality' one. A candidate would be a sample comprising Anglophones/Francophones (015). We have as yet too few items to guide a decision on this point.

Family membership

Family/household head 207 264

Parent

General 064 193 202 285

Father 043 063

Mother 038 043 063 069 138 182 278

A problem arises in the cases of 043 and 278 where parents comprise the sample, but the basis of sampling is to identify particular categories of their young (eg mothers of same sex twins, 278). We have not done so, but we would like approval to index both parent and child characteristics in such cases, even though this practice is strictly inappropriate in this index.

Income

Low income bracket 128 193 246

We are keeping this heading separate from the 'social class' one since, although the interest is often in social class, this is not always the case. We include here children of low income families.

Marital status

General 183

Married women 041 211 235

SAMPLES OF INDIVIDUALS

DEFINED BY SOCIAL CHARACTERISTICS cont'd

Occupation

General 149 150 201 202

Education

School

Head 044 155

Head of department 129

Teacher (including assistant) 017 022 056 096 135 155 174 210 235 251 253

With a larger sample it may be necessary to subdivide these items either by level/type of school, or country, or both. There are, however, a number of items where the former is not clear. Other characteristics of possible interest have been noted in this sample, and further categorisations might be developed if they would be helpful. Such characteristics include engagement in inservice training, teaching of disadvantaged, nature of area in which teaching. Others, (eg whether married) may be identified by crosstabulating this heading with another (eg marital status).

Institution of higher education

Academic staff 024 106 139

A distinction between samples selected on the basis of teaching/research/administrative duties would be a possible additional mode of categorisation which might be required for some items in a larger sample.

Other specific occupation 015 223 234 253≠

≠ including trainees

We have too few examples to determine how items under this heading might best be organised. We would wish to keep this heading distinct from the 'social class' one since, although the interest is often in social class, this is not always the case.

Political affiliation and activity

033 059 152 158 185 186

More items are required to guide a decision on the organisation of this category.

Race/ethnicity/nationality

Black/coloured/negro/Afro-American	021 038 055 071 074 089 090 130 131 138 145 146 152 195 205 209 214 248 272 282
Indian	068 181
Japanese American	152
Latin American	109 248
Mexican American	074 130 223 229 261
Pakistani	068 181
West Indian	068 181

We do not propose to index Caucasian or Anglo as contrasted with negro samples.

Religio-ethnic categories might be indexed here, or an alternative heading might be required. Candidates would be items 078 and 202 (categories: Jewish:all ethnic / Protestant:Anglo-Saxon, other / Roman Catholic:Italian and Mexican, other; Jew/Arab). We have already noted ethnolinguistic characteristics as another possible heading.

Residence

Area of residence is characterised in a variety of ways. No overall pattern is clear. For the time being we think it most helpful just to list the modes of categorisation employed in our sample.

By race

Mexican-American 193

SAMPLES OF INDIVIDUALS

DEFINED BY SOCIAL CHARACTERISTICS

Residence cont'd

By social class 207
(Modern)/traditional 007
Urban/rural 005 007 063 120 143 183 264

Sex

As a two way split, this heading is likely to produce very large sets. For instance:

Samples confined to males: 007 021 071 072 074 078 082 121 133 142 143 149 150 196 206 245 247 263 266

We assume that users will not wish us to exclude this heading for this reason. Samples confined to women will be fewer in number. However, we recognise that this heading will probably be most useful in crosstabulation with some other.

Social class

We feel able to offer only a very rough grouping under this heading, because definitions vary widely and in incompatible ways. Items under the headings 'educational background', 'income' and 'occupation' may also be relevant. We would not, however, wish to subsume these headings under 'social class' since, although the interest is often in social class, this is not always the case.

Lower class/working class/blue collar 098 138 145 195 201 223 248
Middle class/white collar 145 177 195 201 223 231 264
Upper class/elite 008 015 222

Other definitions of social position

The following are singletons in our present sample:

Able but unqualified 053
Fatherless status 069
Immigrant 068 181
Legitimacy 069
Person identified as significant other 281

SAMPLES OF SOCIAL UNITS

We believe it may be helpful to index samples of individuals and samples of larger social units separately, but would welcome comment on this point. We simply list here the units represented in our limited range of material. We would expect also to index characteristics of these units separately from, but in a way parallel to, that employed for samples of individuals.

Dyads

Child/child 012 113
Husband/wife 041 183
Parent/child
Mother/child 016 097 226 250

Larger social units

Educational

School district 122 130
School 080 218 254
University department 103 187

Family 189

Other

Business organisations 034 119
Church 274
Welfare organisations 004 102

GEOGRAPHICAL LOCATION OF INVESTIGATION

GEOGRAPHICAL LOCATION OF INVESTIGATION

Proposed structure

Arrangement is alphabetical by country.

More detailed characterisation (eg names of regions or conurbations) is raised as a matter for discussion with subject experts.

Note: The term 'geographical location' is defined to connote the setting in which an investigation was carried out. It does not refer to geographical setting as the subject of enquiry or as the sociocultural context to which the findings of a study are generalisable.

Structure illustrated by arrangement in terms of settings of studies listed in sample bibliography

Note: * Country inferred from internal evidence but not explicitly stated by author.

AUSTRALIA

022 133 139 201

BRAZIL

240

CANADA

015 032 122 187 251

CHILE

207

ENGLAND - See GREAT BRITAIN: ENGLAND

GERMANY

003 084

GREAT BRITAIN

003 084 087 106 142

ENGLAND

009* 010 043 044 045 053 054
056* 061 062 064 065 068 070
101 107 113 119 127 129 157
163 181 186 190 196 198* 210
211 214 218 220 222 234 235
245 255 263 264 265 266 277
280 283

SCOTLAND

069 192* 277

WALES

044 080* 129

HONG KONG

042 183

ISRAEL

006 202

MEXICO

262

NETHERLANDS

153

NEW ZEALAND

110

NIGERIA

007

PARAGUAY

254

PUERTO RICO

158 262

SCOTLAND - See GREAT BRITAIN: SCOTLAND

SOUTH AFRICA

008

UNITED STATES

003 004 005 012 014 016 017
020 021 024 025 033 034 038
041 055 059 063 071 072 074
078 082 084 089 090* 094 096
097 098 102 103 109 120 121
128 130 131 133 135 137 138
143 145 146 149 150 152 155
174 177 180 182 185 189 193
195 205 206 209 212 215 219
223 226 229 230 231 232 238
239 240 246 247 248 250 253
261 262 267 272 274 278 281
282 285

WALES - See GREAT BRITAIN: WALES

APPENDIX B

Details of further items
studied but not included in sample bibliography

Further items studied

Items listed here were published in the period 1969-1970, and are drawn from the same journals as those contained in the sample bibliography. The items were studied in the course of experimental work which guided our thinking as to the form to be taken by our scheme for the intellectual organisation of documents. They have not been used to illustrate the construction of the scheme we now propose; later issues of the same journals were used for that purpose.

1969

AMERICAN JOURNAL OF SOCIOLOGY

74(5)

506-520

Cole, Stephen. Teachers' strike: a study of the conversion of predisposition into action.

74(6)

567-586

McDill, Edward L., Rigsby, Leo C. and Meyers, Edmurd D. Jr. Educational climates of high schools: their effects and sources.

587-611

Hauser, Robert M. Schools and the stratification process.

666-675

Kunz, Phillip R. Sponsorship and organizational stability: Boy Scout troops.

720-731

Carey, James T. Changing courtship patterns in the popular song.

75(1)

77-96

Weinberg, Ian and Walker, Kenneth N. Student politics and political systems: toward a typology.

75(2)

193-207

Nelson, Joel I. and Tallman, Irving. Local-cosmopolitan perceptions of political conformity: a specification of parental influence.

208-225

Inkeles, Alex. Making men modern: on the causes and consequences of individual change in six developing countries.

239-244

Bayer, A.E. Marriage plans and educational aspirations.

75(3)

323-339

Fishman, Joshua A. A sociolinguistic census of a bilingual neighborhood.

355-359

Greeley, Andrew M. Continuities in research on the 'religious factor'.

389-404

Kadushin, C. The professional self-concept of music students.

AMERICAN SOCIOLOGICAL REVIEW

34(1)

19-31

Form, William H. and Rytina, Joan *Ideological beliefs on the distribution of power in the United States*.

73-82

Ley, John W. Jr. *Social psychological characteristics of innovators*.

34(2)

153-169

Warner, Lyle G. and De Fleur, Melvin L. *Attitude as an interactional concept: social constraint and social distance as intervening variables between attitudes and action*.

182-197

Laumann, Edward O. *The social structure of religious and ethnoreligious groups in a metropolitan community*.

213-223

Kandel, Denise B. and Lesser, Gerald S. *Parental and peer influences on educational plans of adolescents*.

34(3)

359-373

Slater, Mariam K. *My son the doctor: aspects of mobility among American Jews*.

34(5)

659-678

Kohn, Melvin L. and Schooler, Carmi *Class, occupation and orientation*.

679-690

Wan Sang Han *Conflicting themes: common values versus class differential values*.

702-709

Scott, Joseph W. and El-Assal Mohamed *Multiversity, university size, university quality and student protest: an empirical study*.

34(6)

815-831

Turner, Ralph H. *The public perception of protest*.

922-934

Denzin, Norman K. *Symbolic interactionism and ethnomethodology: a proposed synthesis*.

BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY

39(1)

18-26

Dale, R. R. *Anxiety about school among first-year grammar school pupils, and its relation to occupational class and co-education*.

27-39

McKonnell, A. C. and Bynner, J. M. *Self images and smoking behaviour among school boys*.

40-46

Child, Dennis *A comparative study of personality, intelligence and social class in a technological university*.

57-63

Entwistle, N. J. and Welsh, Jennifer *Correlates of school attainment at different ability levels*.

72-77

Sharples, Derek *Children's attitudes towards junior school activities*.

78-81

Kniveton, Bromley H. *An investigation of the attitudes of adolescents to aspects of their schooling*.

39(2)

109-122

Eysenck, H. J. and Cookson, D. *Personality in primary school children. 1. Ability and achievement*.

123-130

Eysenck, H.J. and Cookson D. *Personality in primary school children. 2. Teachers' ratings*.

154-165

Butcher, H. J. *The structure of abilities, interests and personality in 1,000 Scottish school children*.

166-173

Levy, Philip, Gooch, Stan and Kellmer Pringle, M. L. *A longitudinal study of the relationship between anxiety and streaming in a progressive and traditional junior school*.

183-187

Davis, T. N. and Satterly, D. J. *Personality profiles of student teachers*.

39(3)

253-260

Coleman, J. C. *The perception of interpersonal relationships during adolescence*.

BRITISH JOURNAL OF EDUCATIONAL STUDIES

17(1)

16-25

Spolton, Lewis A case study in comparative education: comprehensive education in the United States and Britain.

26-35

Sutherland, Margaret B. The upward brain drain and a myth.

41-53

Lowe, R. A. Determinants of a university's curriculum.

54-65

Higginbotham, P. J. The concepts of professional and academic studies in relation to courses in institutions of higher education (particularly colleges of education).

66-82

Dalrymple, A. M. The changing position of a headmaster.

17(2)

129-145

Burton, Leone Education and development.

146-165

Turner, C. M. Sociological approaches to the history of education.

166-176

Greaves, Richard L. Gerrard Winstanley and educational reform in puritan England.

177-192

Hopkins, Eric A charity school in the nineteenth century: Old Swinford Hospital School 1815-1914.

17(3)

243-248

Niblett, W. R. Education as a humane study.

267-280

Trompf, G. W. Radical conservatism in Herbert Spencer's educational thought.

286-300

Dean, D. W. The difficulties of a labour educational policy: the failure of the Trevelyan Bill, 1929-31.

301-311

Collins, John M. The Labour Party and the public schools: a conflict of principles.

BRITISH JOURNAL OF SOCIOLOGY

XX(1)

1-10

Barakat, Halim Alienation: a process of encounter between utopia and reality.

50-68

White, Elliott Intelligence, individual differences, and learning: an approach to political socialization.

XX(3)

277-294

Gross, Edward The definition of organizational goals.

XX(4)

390-405

Turner, Ralph H. The theme of contemporary social movements.

CHILD DEVELOPMENT

40(1)

21-31

Goldberg, Susan and Lewis, Michael Play behavior in the year-old infant: early sex differences.

47-61

Blank, Marion and Solomon, Frances How shall the disadvantaged child be taught?

111-122

Adelman, Howard S. Reinforcing effects of adult nonreaction on expectancy of underachieving boys.

143-151

Guardo, Carol J. Personal space in children.

163-181

Stern, George G., Caldwell, Bettye M., Hersher, Leonard, Lipton, Earle L. and Richmond, Julius B. A factor analytic study of the mother-infant dyad.

183-190

Feshbach, Norma D. and Devor, Geraldine Teaching styles in four-year-olds.

40(2)

407-420

Tolor, Alexander and Orange, Susan An attempt to measure psychological distance in advantaged and disadvantaged children.

453-470

Brooks, Robert, Brandt, Linda and Wiener, Morton Differential response to two communication channels: socioeconomic class differences in response to verbal reinforcers communicated with and without tonal inflection.

CHILD DEVELOPMENT

40(2) cont'd

491-502

Kaplan, Marvin L. and Mandel, Steven Class differences in the effects of impulsivity, goal orientation, and verbal expression on an object-sorting task.

517-527

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